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ABSTRACT

Helping new career aspirants to develop the skills and strategies necessary to launch their careers is the purpose of this resource compendium. Skills for the workplace, job search skills, self-assessment, and planning are covered, as well as information about careers and occupations. This "agency version" is intended for use by career counselors and consultants and includes material on career management and career development. This edition contains revised sections on "Self-Assessment," "Career Exploration," "Education and Training," and "Job Search and Career Management." "The Holland Theory" is explained, and a new "Career Key" (L. K. Jones) is included. A new website is announced, the resource section has been updated, and a section on "National Career Development Guidelines" has been added. (EMK)

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Career Development Resource Guide and User's Guide for "Career Choices In North Carolina"

1998-1999

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Bus: (919) 733-6700
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State Occupational Information Coordinating Committee

October, 1998

Dear Colleagues,

Enclosed you will find the new and updated pages of the User's Guide for "Career Choices in North Carolina." Please add these to last years Guide and discard only the pages we have replaced. Although we are no longer publishing the User's Guide in its entirety, some complete Guides can be requested through your state office.

This year we have revised the Self-Assessment section with the suggestions from a Focus Group of your colleagues. The *Career Key*, by Lawrence K. Jones, Ph.D., is included for your use. This interest inventory may be duplicated for use with your clients and/or students. You will also notice updated materials, including the Resource Section.

Thank you for your suggestions and evaluations of both *Career Choices in North Carolina* and the *User's Guide*. We appreciate your comments and count on receiving your suggestions, so we can better meet the needs of your programs and your customers.

Be sure to visit our "new" home page (http://www.soicc.state.nc.us/soicc/)! You will find selections from these publications, including the Career Briefs, a listing of all our resources, training schedules, and a new Daily News feature. We look forward to hearing from you.

Sincerely,

Nancy H. MacCormac
Nancy H. MacCormac
Executive Director

Barbara M. Efird
Barbara M. Efird
Author, User's Guide

FALL WORKSHOP REGISTRATIONS

Using "Career Choices" Tabloid and User's Guide, School Version

Regional half-day workshops for school personnel to support school and classroom use of the "Career Choices" tabloid and User's/Resource Guide. The workshops are designed primarily for high and middle school counselors and IECs, and school teams of counselors, IECs and teachers. Workshops are scheduled from 9:00- 12:00. There is no registration fee.

Workshop Date	Location	Registration Deadline
October 23	Employment Security Commission 700 Wade Avenue, Raleigh	October 9
November 5	Guilford County Schools 120 Franklin Street, Greensboro	October 22
November 6	Cumberland County Schools Education Resource Ctr., Fayetteville	October 23
November 19	Charlotte-Mecklenburg Schools Education Center, Charlotte	November 5
November 20	Martin Community College Williamston	November 5
December 3	Western Regional Center Canton	November 19

Using "Career Choices" Tabloid and User's Guide, College/Agency Version

Half-day workshop for community college and agency counselors, HRD instructors and job placement professionals to support use of Career Choices tabloid and Adult Version of User's Guide. Workshops are scheduled from 9:00- 12:00. An afternoon session will be provided if morning oversubscribed. There is no registration fee.

Workshop Date	Location	Registration Deadline
November 13	Employment Security Commission 700 Wade Avenue, Raleigh	November 2

Registration Form

Please register me for the Career Choices Workshop

On (date) _____ at _____

Name _____ Position _____

School Name _____

School Address _____

_____

School Phone _____ Fax _____

Please return registration form to:

NC SOICC- Career Choices
PO Box 25903
Raleigh, NC 27611
FAX (919) 733-8662

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NC SOICC on the Web '98 - '99

NORTH CAROLINA SOICC

State Occupational Information Coordinating Committee

Career Information

Career and Occupational Information

Career Planning

Help with self-assessment, career exploration and job search

Products

Our '98 - '99 Products and Services Catalog

Workshops

Schedule of Career Development workshops and system training

Online Services

Visit the Virtual Library, Career Explorer or check out our Daily News

Links

Find education, job search, labor market and other useful links

Mission **Members** **Staff**

Features/Highlights

- **All New Presentation and Complete Site Update**
  New graphics presentation, new organization, new content and update to all existing pages combine to bring you useful, attractive and easy to find information.

- **Daily News:**
  This exciting new feature brings you daily (Monday through Friday) updated career information articles designed to enhance career awareness and career exploration. There are career profiles and labor market analyses with NC-specific statistics, as well as useful career-related Internet site reviews.

- **Printable Forms & Publications**
  Using the freely available Adobe Acrobat Reader browser plug-in, users can view and print a variety of forms and publications. Current items include product order forms and workshop schedule, with documents such as our Career Choices User's Guide coming in Fall '98.

- **On-Line Workshop Registration**
  Register for any of our free career development workshops or for system training with our convenient on-line registration form

- **And Much More...**

http://www.soicc.state.nc.us/soicc/

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INTRODUCTION

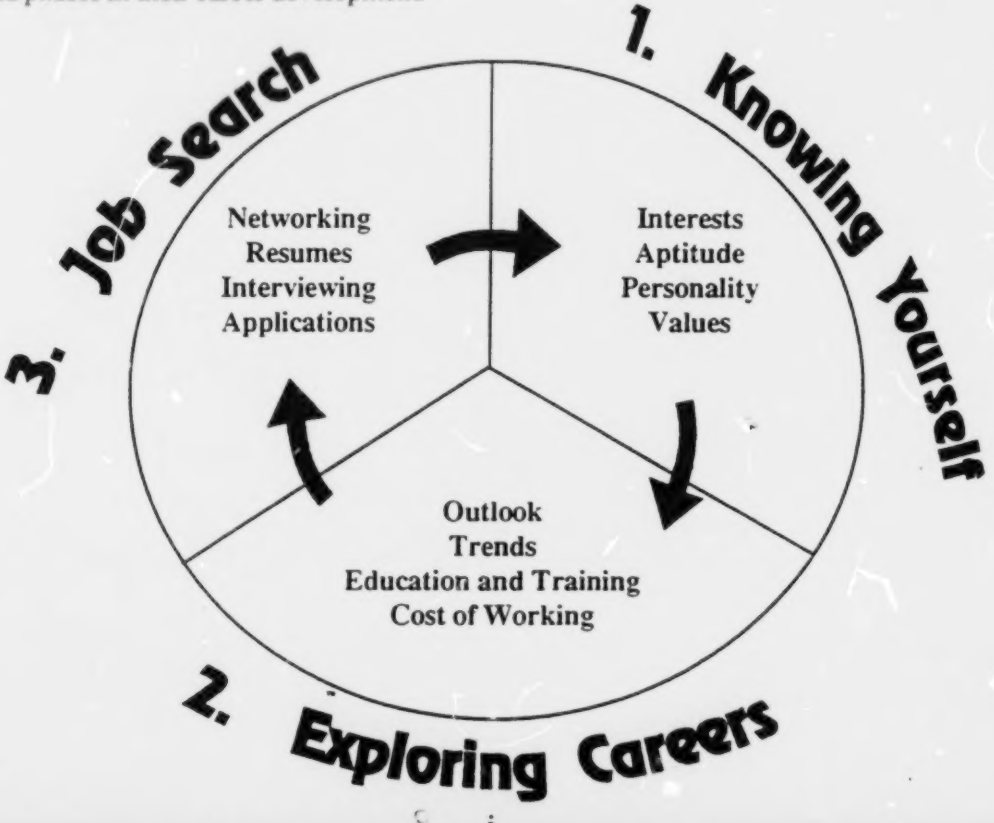
Career planning is a "do it yourself project". Schools, agencies and their respective personnel can only place programs, assessments, activities or resources in front of students and clients. The work, in order to be long lasting and effective can only be accomplished by the individual.

Career planning is a developmental process. For the young and older adult population, it is important for them to assess where they are if they are to meet their needs and turn their dreams into reality. The unemployed and unskilled worker in transition with little experience in the workforce has different needs from the young adult student looking to launch a first time professional or technical career. The older adult, who has been recently affected by an employer's reorganization, faces a different set of issues. All populations can benefit from the career planning process of self-assessment, exploring career opportunities in the world of work and learning assertive job search strategies that produce results.

Career Planning Process

The Career Planning process is a continuous cycle divided into three parts. The picture below illustrates the process with a circle and three arrows. By starting at # 1, Knowing Yourself, we learn about our personal qualities and characteristics. The next step, #2, is to explore the world of work and assess that information with the previous knowledge about ourselves. The next step, #3, is to learn job search strategies to locate opportunities in the careers we have found interesting to us. The process and cycle continues as we grow and develop through choice or circumstance to move to other occupations throughout our life time.

Career Choices' User's Guide, Agency and Community College Edition, includes career planning activities for employment counselors, case workers and social workers to support their programs. Along with the annual publication, *Career Choices in North Carolina*, it is written for a variety of individuals in different places and phases in their career development.



NATIONAL CAREER DEVELOPMENT GUIDELINES

Elementary	Middle/Junior High School	High School	Adult
Self-Knowledge			
Knowledge of the importance of self-concept	Knowledge of the influence of a positive self-concept	Understanding the influence of a positive self-concept	Skills to maintain a positive self-concept
Skills to interact with others	Skills to interact with others	Skills to interact positively with others	Skills to maintain effective behaviors
Awareness of the importance of growth and change	Knowledge of the importance of growth and change	Understanding the impact of growth and development	Understanding developmental changes and transitions
Educational and Occupational Exploration			
Awareness of the benefits of educational achievement	Knowledge of the benefits of educational achievement to career opportunities	•Understanding the relationship between educational achievement and career planning	*Skills to enter and participate in education and training
Awareness of the relationship between work and learning	Understanding the relationship between work and learning	•Understanding the need for positive attitudes toward work and learning	*Skills to participate in work and life-long learning
Skills to understand and use career information	Skills to locate, understand, and use career information	•Skills to locate, evaluate and interpret career information	*Skills to locate, evaluate and interpret career information
Awareness of the importance of personal responsibility and good work habits	Knowledge of skills necessary to seek and obtain jobs	•Skills to prepare, seek, obtain, maintain and change jobs	*Skills to prepare to seek, obtain, maintain and change jobs
Awareness of how work relates to the needs and functions of society	Understanding how work relates to the needs and functions of the economy and society	•Understanding how societal needs and functions influence the nature and structure of work	*Understanding how the needs and functions of society influence the nature and structure of work
Career Planning			
Understanding how to make decisions	Skills to make decisions	•Skills to make decisions	*Skills to make decisions
Awareness of the interrelationship of life roles	Knowledge of the inter-relationship of life roles	•Understanding the inter-relationship of life roles	*Understanding the impact of work on individual and family life
Awareness of different occupations and changing male/female roles	Knowledge of different occupations and changing male/female roles	•Understanding the continuous changes in male/female roles	*Understanding the continuing changes in male/female roles
Awareness of the career planning process	Understanding the process of career planning	•Skills in career planning	*Skills to make career transitions

*Guidelines that have been utilized in the Career Choice's User's Guide.

I

SELF ASSESSMENT

SELF ASSESSMENT

Self assessment is the process of " knowing oneself". It is taking an inventory of someone's likes, dislikes, skills, abilities, personal characteristics, values, wants and needs. It is the first part of the career planning process. Before clients/students can determine what it is they would like to do in their career, they first need to discover who they are. People change, grow and develop. Therefore it is necessary for everyone to re- assess themselves periodically.

Self assessment includes evaluating one's:

- interests
- skills/abilities
- personality
- values
- lifestyle and financial goals

Self assessment evaluation can be either formal or informal. **Informal**-assessment is through counseling, activities and worksheets found in career publications, or workshops and seminars. **Formal** assessment is in the form of standardized instruments or tests used by qualified counselors that have been researched and tested for reliability and validity.

The following pages discuss Uses of Assessments and Holland Theory information and handouts. The latter may be used as an informal activity. The following assessment and assessment-related activities were designed to compliment the career planning and self assessment sections in *Career Choices*.

Activity 1a- The Career Key -a formal assessment developed by Lawrence K. Jones, Ph.D. Copies may be made for non profit, public use provided that the notice of copyright is affixed to each copy. *The Career Key* is based on the Holland Theory and organized by RIASEC codes.

Activity 1b is a selection of **College Majors** arranged by Holland Code. This informal assessment can assist students to see what categories their interests tend to represent. Often students or perspective students are able to think in terms of majors rather than occupations for short-term goals.

Activity 1c - Functional Skills is useful to determine transferable skills from previous employment or education to new opportunities. Also organized by Holland Code, the student/client will be able to research occupations by Holland Code, which best match their present skills.

Activity 1d -Self Evaluation of Work Values is an informal assessment of one's work values. It can be administered in group or individual sessions and give both the client/student and counselor pertinent information about motivation and job satisfaction and further insight about the client/student.

Activity 2- Lifestyle and Financial Considerations provides the client/student a format to assess their present financial situation and a projected needs. This is recommended for students/clients as they consider re-training, education or changing occupations.

Activity 3- Family tree provides a way for the student/client to think about their family history of jobs/careers and how this might affect their career choices.

USE OF ASSESSMENTS IN CAREER COUNSELING

"The greater the self understanding an individual has, it is assumed, the more likely that person is to make realistic, satisfying educational and career choices."

Assessments provide a vehicle to identify talent and to assist persons with self-understanding. Utilized with the counseling process, a counselor can interpret the results from the assessment along with information gathered from the student/client from previous sessions. The student/client affirms or denies whether the results give an accurate picture of themselves or not.

Assessment is concerned with the **content** of choices to be made as well as the **readiness** for choices the student/client possess.

Four major uses of assessments:

1. **Prediction**: used to foretell, estimate or foresee a future performance based on present data. Aptitude tests are used to predict future performance either in an educational setting or in an occupation. It has been stated that aptitude tests predict school performance and success in training better that they do performance in an occupation. Examples of assessments used for prediction are- DAT, GATB, ASVAB, and CAPS.

2. **Discrimination:** used to distinguish among various groups of occupations, which group an individual mostly likely resembles. Interest measurement is the most common application of discrimination analysis in career guidance. Although it is possible to use interest inventories for prediction, it is not viewed by career development experts as their primary value. Examples of interest inventory are- Self-Directed Search, Campbell Skill and Interest Inventory, Strong Interest Inventory, and COPS.

3. **Monitoring** used to assess the stage of career development or the career maturity of an individual or group. It can tell us about the individual's readiness for choice rather than the content of choice. Monitoring informs us of such work-related factors such as work values, job satisfaction, and a wide variety of other measurable variables pertinent to work life. Examples of career maturity assessments are- Career Development Inventory (CDI), Career Maturity Inventory (formerly the Vocational Development Inventory) and the Cognitive Vocational Maturity Test.

Another type of monitoring instrument that is useful is work values. The values that one holds are clearly a determinant of career choice. An objective measure of the hierarchical structure of those values, therefore, provides an individual with important data for career decision making. Examples of values monitoring assessments are- Life Values Inventory (LVI), Work Values Inventory (WVI), and the Career Orientation Placement and Evaluation Survey (COPES).

4. **Evaluation**: is a systematic approach in which one looks for a relationship between career guidance processes and behavioral outcomes. Evaluation is a series of activities designed to determine how well goals have been achieved. To evaluate a program, one must formulate broad goals of a program, classify the goals to determine what action can be achieved, define objectives in measurable terms, select appraisal techniques such as questionnaire, standardized tests, etc., then gather and interpret performance data and compare data with the stated behavioral objectives.

Herr, Edwin & Cramer, Stanley, Career Guidance and Counseling Through the Lifespan, Systematic Approaches, Scott, Foresman and Company: Boston.

THE HOLLAND THEORY

Career development theorists, John Holland, Ph.D., developed a theory of career choice based on the following premises:

1. The six types or themes people and work environments, within which all jobs can be classified.
2. The six themes are Realistic, Investigative, Artistic. Social, Enterprising and Conventional.
3. Career satisfaction depends on the compatibility between one's personality and one's work environment.
4. If personality and the work environment "fit", that is if one's personality is congruent with one's work environment, the person mostly likely will enjoy their work, develop and grow in this career.

Formal assessments based on the Holland theory include the Strong Interest Inventory, the Self Directed Search and the Career Key (available in this User's Guide). Some informal assessments have also been developed around the Holland theory including, "The Party Game" from Bolles, "What Color is Your Parachute," and "Let's Make a Deal" from "Real People, Real Jobs" by Montross, Liebowitz and Shinkman.

As a counselor or a career development specialist you can listen to your clients/students describe their interests, personality, and skills, and determine which occupational theme or themes sounds the most consistent with their personality. You can utilize the formal assessments, informal assessments and the interview process to begin to organize your clients/students self-assessment and career exploration. It is important to note that everyone fits to some degree in more than one occupational theme. Therefore, it is important to look at which theme is the highest, the second and then the third. These three themes make up what is called the Holland Code. Take the first letter in the highest of the occupational themes (R-Realistic, I –Investigative, and so on) which best describes one's personality, then the second and then the third. In this order, one can derive their three-letter code. It is important to change the order of the three letters to look at all occupational possibilities. The *Dictionary of Holland Occupational Codes* provides a listing of hundreds of occupations by the Holland Code and would be an excellent reference book for counselors and specialists.

The following pages were designed to provide handouts for counselors/specialists to use with their students/clients. When looking through the lists of careers by Holland Theme, you may or may not find what your client/student wants. However, encourage them to look at what the group of occupations has in common. What is the main focus of the groups, working with people, data, things or ideas? Copy and give the pages which best represent the client/student's personality to them. Encourage them to research, conduct information interviews and explore these and other comparable occupations. You may also take two very opposing Holland Themes such as Artistic and Conventional and discuss with your client/student what makes these two themes so different. Which one best describes you? Which one do you not wish to work in? Holland says that workers are not passive victims of their environments but actively seek potentially compatible work environments. The Holland Theory can be a useful tool in your career counseling repertoire of skills.

Real People, Real Jobs. Montross, Liebowitz and Shinkman; Palo Alto, CA: Davies Black Publishing, 1995

REALISTIC

PERSON AND ENVIRONMENT DESCRIPTION

Realistic Personality

Typically, these people are more oriented to the present than to the past or future, and have structured patterns of thought. They perceive themselves as having mechanical and athletic ability. They tend to be more conventional in attitudes and values because the conventional has been tested and is reliable. They possess a quality of persistence, maturity and simplicity. Realistic types are found in occupations related to engineering, skilled trades, agricultural and technical vocations.

Realistic Environment

The realistic environment is structured, has clear goals and lines of authority. The environment is "hands-on", physical, outdoors, and/or mechanical. It relies on tools, equipment or machines. Tends to have casual dress and focused on tangible results.

Illustrative Occupations

Agriculture
Agriculture Economics
Agriculture Education
Agriculture Engineering
Agronomist
Air Traffic Controller
Animal Industries
Animal Science
Architectural Draftsperson
Carpentry
Ceramic Engineer
Civil and Sanitary Engineer
Construction Work
Cooks, Chefs
Dairy Husbandry
Dental Lab Technician
Draftsperson
Engineer
Engineering Technical
Farmer
Firefighter
Fish & wildlife Specialist
Foreman
Forestry
Industrial Arts
Industrial Arts Teacher
Industrial Hygiene
Geographer
Jewelry & Watchmaker
Landscape Architect
Mechanic
Mechanical Engineering
Military Officer
Optician
Park Service & Recreation Mgt.
Police Officer
Printer
Radio Operator
Repair Person
Surveyor
Technician
Typesetter
Vocational Ag. Teacher
Zookeeper

Adapted from:
1. Holland, John L. Making Vocational Choices: A Theory of Careers, Englewood Cliffs, New Jersey: Prentice Hall.
2. Montross, Liebowitz & Shinkman, Real People- Real Jobs, Palo Alto, California: Davies-Black Publishing

INVESTIGATIVE

PERSON AND ENVIRONMENT DESCRIPTIONS

Investigative Personality

Investigative people are analytical, abstract and cope with life and its problems by use of intelligence. They perceive themselves as scholarly, intellectually self-confident, having mathematical and scientific ability. They are likely to possess a high degree of originality, verbal and math skills. Investigative types are found in occupations related to science, math, and other technical careers.

Investigative Environment

The investigative environment is non-structured, research oriented, and/or academic. Its primary task is to discover, collect and analyze data or ideas. The environment is scientific, mathematical, medical or technical in nature.

Illustrative Occupations

Actuary
Aeronautical Engineer
Airplane Pilot
Anthropologist
Astronomer
Bacteriologist
Biomedical Engineer
Biochemist
Biologist
Botanist
Chemical Engineer
Chemist/Physicist
Chiropractor
College Professor
Computer Programmer
Conservationist
Criminology Detective
Dentist
Ecologist
Economist
Electrical Engineer
Emergency Medical Technician
Engineer
Food Technologist
Geologist
Geophysicist
Horticulturist
Internist (Physician)
Mathematician, Statistician
Math Teacher
Medical Technologist
Meteorologist
Microbiologist
Nuclear Engineer
Oceanographer
Optometrist
Orthodontist
Pathologist
Pharmacist
Physicist
Physiologist
Podiatrist
Political Scientist
Psychiatrist
Radiological Technologist
Surgeon
Urban & Regional Planner
Veterinarian

Adapted from:
1. Holland, John L. Making Vocational Choices: A Theory of Careers. Englewood Cliffs, New Jersey: Prentice Hall.
2. Montross, Liebowitz & Shinkman, Real People- Real Jobs. Palo Alto, California: Davies-Black Publishing

ARTISTIC

PERSON AND ENVIRONMENT DESCRIPTION

Artistic Personality

Artistic people tend to rely more on feelings and imagination. They perceive themselves as expressive, original, intuitive, nonconforming, introspective, independent, and have artistic and musical ability (acting, writing, and speaking). They value aesthetic qualities. The artistic person is more likely to relate by indirect means through their medium. Artistic types are found in occupations related to music, literature, the dramatic arts, and other creative fields.

Artistic Environment

The artistic environment is non-structured, creative, flexible, and rewards unconventional and aesthetic values. Its focus is usually on the creation of products, ideas, or performances. The environment ranges from arts organizations, film/TV, galleries, and theater to publishing, and/or advertising organizations.

Illustrative Occupations

Actor, Actress
Advertising
Architect
Art Teacher
Artist
Cartographer
Designer
Drama Teacher
Editor
Entertainer
Fashion Designer
Fashion Illustrator
Floral Designer
Foreign Language Interpreter
Graphic Communicator
Interior Decorator
Journalist (Reporter)
Landscape Architect
Languages, Linguistics
Manager, Advertising
Model, Fashion
Musician
Performing Arts
Philosopher
Photographer
Public Relations Officer
Radio or TV Program Writer
Teacher, Art, Dance, Music
Teacher, English, Literature

Adapted from:
1. Holland, John L. Making Vocational Choices: A Theory of Careers. Englewood Cliffs, New Jersey: Prentice Hall.
2. Montross, Liebowitz & Shinkman, Real People- Real Jobs. Palo Alto, California: Davies-Black Publishing

SOCIAL

PERSON AND ENVIRONMENT DESCRIPTIONS

Social Personality

People who have high interest in other people and are sensitive to the needs of others characterize the social personality. They perceive themselves as liking to help others, understanding others, and having teaching abilities. They value social activities, social problems, and interpersonal relationships. They use their verbal and social skills to change other people's behavior. They usually are cheerful, scholarly, and verbally oriented. Social types are found in occupations related to teaching, community awareness positions, and the helping vocations.

Social Environment

The social work environment is harmonious and congenial. Its primary task is to work on people- related problems/issues. The environment focuses on informing, training, developing, curing, or enlightening others and is team oriented.

Illustrative Occupations

Art and Music Therapy
Claim Adjuster
Clergy
College Professor
Counselor
Dental Hygienist
Dietitian
Director, Social Services
Dormitory Director
Educational Administrator
Elementary Teacher
Employment Representative
Environmental Health Engineer
Extensive Agent
Foreign Language Teacher
Funeral Director
Home Economics Teacher
Librarian
Medical Assistant
Museum Worker
Nurse, Midwife
Occupational Therapist
Personnel Manager
Physical Ed. Teacher
Physical Therapist
Political Scientist
Professional Nurse
Public Health Service
Recreation Director
Rehabilitation Counselor
School Superintendent
Social Science Teacher
Social Scientist
Social Worker
Sociologist
Special Education Teacher
Speech Clinician
Teacher

Adapted from:
1. Holland, John L. Making Vocational Choices: A Theory of Careers, Englewood Cliffs, New Jersey: Prentice Hall.
2. Montross, Liebowitz & Shinkman, Real People- Real Jobs, Palo Alto, California: Davies-Black Publishing

ENTERPRISING

PERSON AND ENVIRONMENT DESCRIPTIONS

Enterprising Personality

Enterprising people are adventurous, dominant, and persuasive. They place high value on political and economic matters and are drawn to business and leadership roles. They perceive themselves as popular, self-confident, social, possessing leadership and speaking abilities. Enterprising types are found in occupations related to sales, supervision of others and political and non-political leadership and managerial positions.

Enterprising Environment

The enterprising environment is results oriented. Its focus is usually on the promotion of services or products. It can be a large or small organization or entrepreneurial in nature.

Illustrative Occupations

Administrative Assistant
Administrative Engineering
Banker
Business Manager
Buyer (Purchasing Agent)
Contractor
Credit Manager
Director of Administrative Services
Director of Industrial Relations
Economist
Employment Interviewer
Flight Attendant
Labor Relations Specialist
Industrial Engineer
Insurance Underwriter
Labor Relations Specialist
Lawyer, Judge, Attorney
Manager, Food Services, etc
Manufacturer' s Representative
Market Analyst
Paralegal
Principal
Public Administration
Radio-TV Announcer
Real Estate Appraiser
Retail Merchant
Stockbroker
Salesperson
Sales Manager
Supervisor- Nursing
Stockbroker

Adapted from:
1. Holland, John L. Making Vocational Choices: A Theory of Careers. Englewood Cliffs, New Jersey: Prentice Hall.
2. Montross, Liebowitz & Shinkman, Real People- Real Jobs. Palo Alto, California: Davies-Black Publishing

CONVENTIONAL

PERSON AND ENVIRONMENT DESCRIPTIONS

Conventional Personality

Convention people are practical, neat, organized, and work well in structured situations. They feel most comfortable with precise language and situations where accurate accounting is valued. They perceive themselves as conforming, orderly, and as having clerical and numerical ability. They make good subordinates and identify with people who are strong leaders. Conventional types are found in occupations related to accounting, business, computational, secretarial and clerical occupations.

Conventional Environment

The conventional environment is structured, business-like and has clear rules and policies. Its focus is on systematic manipulation of data, information, numbers or monies. Tends to be conservative in nature and focused on bottom-line results.

Illustrative Occupations

Accountant
Administrative Assistant
Auditor
Bank Teller
Bookkeeper
Budget Officer
Business Officer
Business Teacher
Cashier
Certified Public Accountant
Computer Operator
Court Reporter
Credit Analyst
Data Processing Worker
Finance Expert
Keypunch Operator
Legal Secretary
Loan Officer
Library Assistant
Medical Secretary
Proofreader
Receptionist
Reservations Agent
Secretary
Time Study Analyst
Timekeeper
Word Processor

Adapted from:
1. Holland, John L. Making Vocational Choices: A Theory of Careers, Englewood Cliffs, New Jersey: Prentice Hall.
2. Montross, Liebowitz & Shinkman, Real People- Real Jobs, Palo Alto, California: Davies-Black Publishing

Activity 1a. The Career Key

The Career Key is designed to assist students to select possible career choices by matching their needs, values, abilities, skills, interest and aspirations to an occupation's demands and its potential to satisfy their needs. The information the student gathers is organized by the Holland Orientation Theory.

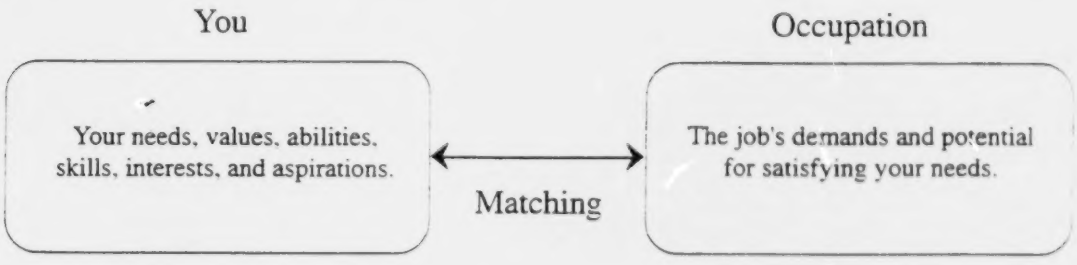
After administering The Career Key, explain to the student the six orientations according to the Holland Theory. They can then search in the following pages or in Career Choices for additional occupations that match their codes. Also available for students' use is, "Holland Personality Types and Work Environments and College Majors" in the User's Guide. Schools and agencies are allowed to copy The Career Key. See the copyright information at the bottom of The Career Key.

The Career Key

Measure your interests and learn which jobs fit you best.

By Lawrence K. Jones, Ph.D, NCC

Choosing an occupation or a job is a matching process:


You
Occupation
Your needs, values, abilities, skills, interests, and aspirations.
Matching
The job's demands and potential for satisfying your needs.

The *Career Key* unlocks the mystery of this matching process. It will show you how to identify the jobs most likely to satisfy you.

Turn the page to begin.

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Name _____ Date _____

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How You See Yourself

Read each statement below and decide how much it describes you. If the statement is very true of you, write a "*2*" on the line next to it. If the statement is mostly true of you, write in a "*1*". If the statement does not describe you, write in a "*0*".

R

____ I like to work with animals, tools, or machines.

____ Compared to others my age, I have good skills in working with tools, mechanical drawings, machines, or animals.

____ I value practical things you can see or touch like plants and animals you can grow, or things you can build or make better.

____ I am practical, mechanical, and realistic.

I

____ I like to study and solve math or science problems.

____ I am good at understanding and solving science and math problems, compared to others my age.

____ I value science.

____ I am precise, scientific, and intellectual.

A

____ I like to do creative activities like art, drama, crafts, dance, music, or creative writing.

____ Compared to others my age, I have good artistic abilities -- in creative writing, drama, crafts, music, or art.

____ I value the creative arts -- like drama, music, art, or the works of creative writers.

____ I am artistic, imaginative, original, and independent.

S

____ I like to do things where I can help people: like teaching, first aid, or giving information.

____ Compared to persons my age, I am good at teaching, counseling, nursing, or giving information.

____ I value helping people and solving social problems.

____ I am helpful, friendly, and trustworthy.

E

____ I like to lead and persuade people, and to sell things or ideas.

____ Compared to persons my age, I am good at leading people and selling things or ideas.

____ I value success in politics, leadership, or business.

____ I am energetic, ambitious, and sociable.

C

____ I like to work with numbers, records, or machines in a set, orderly way.

____ Compared to persons my age, I am good at working with written records and numbers in a systematic, orderly way.

____ I value success in business.

____ I am orderly, and good at following a set plan.

Now, add the number of points you have for the **R** statements. Write that sum on *Line 1* on the next page. Then, do the same for the other letters -- **I**, **A**, **S**, **E**, and **C**.

Appealing Occupations

For the jobs listed below, write a "*2*" next to those that *definitely interest or attract you in some way*. Write in a "*1*" for those that *might interest you.* And, write in a "*0*" for any that you are undecided about, that do not sound interesting, or that you would dislike.

R ___ Bus Driver
S ___ Physical Therapist
R ___ Fish & Game Warden
S ___ Librarian
R ___ Farmer
S ___ Nurse
C ___ Insurance Clerk
A ___ Clothes Designer
C ___ Court Stenographer
A ___ Dancer
C ___ Bank Teller
A ___ Musician
I ___ Biologist
E ___ Lawyer

R ___ Truck Mechanic
S ___ Counselor
R ___ Airplane Pilot
S ___ Speech Therapist
C ___ Bank Examiner
A ___ Actor/Actress
C ___ Bookkeeper
A ___ Artist
E ___ Sales Manager
I ___ Chemist
E ___ Apartment Manager
I ___ Astronomer
E ___ Radio/TV Announcer
I ___ Laboratory Technician

R ___ Carpenter
S ___ Social Worker
R ___ Mechanical Engineer
S ___ Teacher
C ___ Tax Expert
A ___ Novelist
C ___ Business Teacher
A ___ Singer
E ___ Salesperson
I ___ Electrical Engineer
E ___ Restaurant Manager
I ___ Chemical Technician
E ___ Insurance Sales Agent
I ___ Research Scientist

To the left of each job title you see a letter, an **R**, **I**, **A**, **S**, **E**, or **C**. Carefully add the number of points that you have for the seven **R** jobs, and write that sum in the space below on *Line 2*.
Do the same for the other letters: **I**, **A**, **S**, **E**, and **C**.

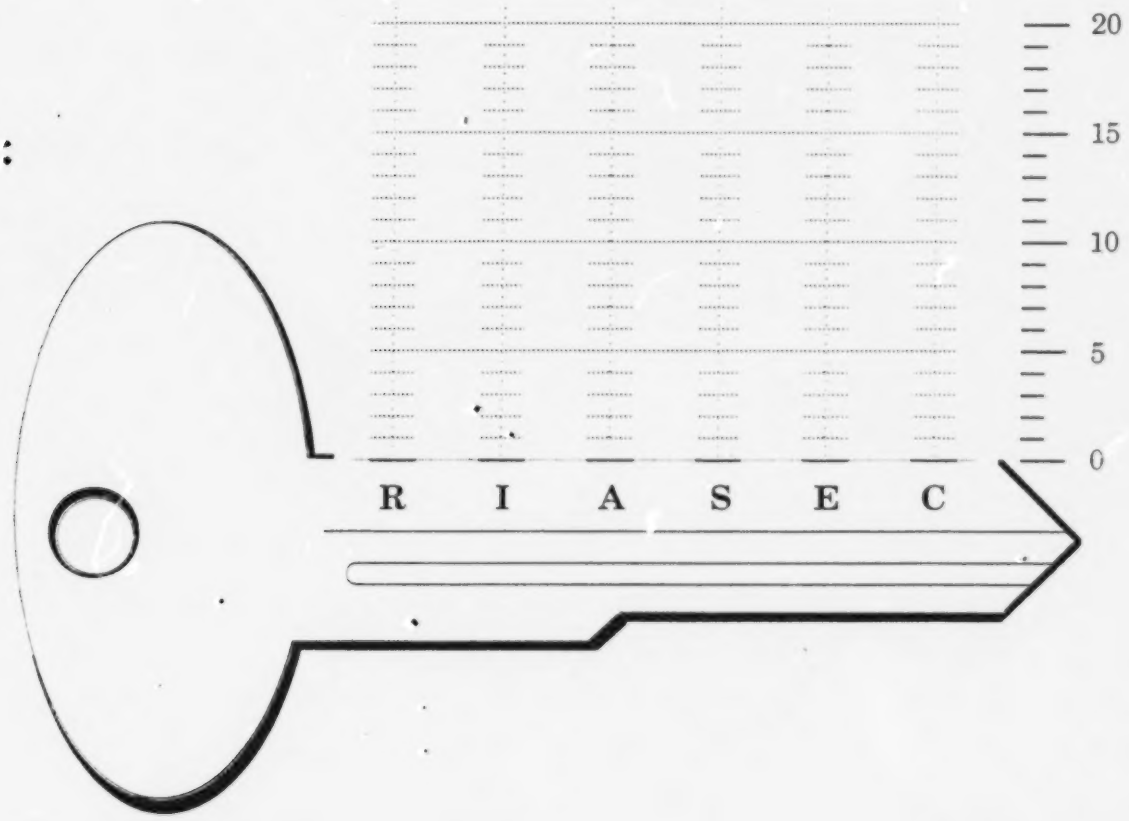
Now, add *lines 1* and *2* and put your answer on *Line 3* to get your total score.

	R	I	A	S	E	C
Line 1:	____	____	____	____	____	____
+						
Line 2:	____	____	____	____	____	____
Total: *Line 3:*	____	____	____	____	____	____

You will use your total scores on *Line 3* to make your Career Key on the next page.

Your Career Key

Now you are ready to construct your Career Key. Begin with the total number points you have for **R** from *Line 3* of the previous page. Make a small "x" on the graph below, above the **R** for that number. Do the same for the remaining letters: **I**, **A**, **S**, **E**, and **C**. Once you have done this, draw a line connecting your "x's" to complete the key. This is your Career Key.



According to Dr. John Holland, there are six types of people -- Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. The highest scores on your Career Key are the personality types that you are most like.

On the next few pages, many jobs are listed. They are grouped in two ways:

1. The jobs are grouped according to the six personality types -- **R**ealistic, **I**nvestigative, **A**rtistic, **S**ocial, **E**nterprising, and **C**onventional.
2. Then, under each of the six types, the jobs are grouped into *work groups*. For example, see "**Engineering** [05.01]", on the next page. The workers in these groups of jobs have similar traits -- interests, skills, abilities, and level of training.

Read over the jobs listed for the two or three personality types that are highest on your Career Key. Place a checkmark (✔) next to those that interest you, or those you would like to know more about.

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Occupations

Realistic Occupations

Plants and Animals [03.01, 03.02, 03.03, 03.04]
__ Animal Breeder
__ Animal Trainer
__ Dog Groomer
__ Farmer
__ Farm Manager
__ Fish Farmer
__ Forester
__ Greenskeeper
__ Horse Trainer
__ Landscape Gardner
__ Livestock Rancher
__ Logger
__ Nursery Manager
__ Supervisor, Livestock-Yard
__ Teacher, Vocational-Agricultural
__ Tree Surgeon

Safety and Law Enforcement [04.01, 04.02]
__ Detective
__ Fire Chief
__ Fire Fighter
__ Fire Inspector
__ Fish and Game Warden
__ Narcotics Investigator
__ Park Ranger
__ Police Officer
__ Security Guard
__ Highway Patrol Officer
__ Wildlife Agent
See also Regulations Enforcement, under Conventional Occupations.

Engineering [05.01]
__ Aeronautical Engineer
__ Agricultural Engineer
__ Air Analyst
__ Architect
__ Chemical Engineer
__ Civil Engineer
__ Electrical Engineer
__ Electrical Technician
__ Electronics Engineer
__ Electronics Technician
__ Instrument Technician
__ Land Surveyor
__ Landscape Architect
__ Laser Technician
__ Materials Engineer
__ Mechanical Engineer
__ Mechanical-Engineering
__ Nuclear Engineer
__ Plant Engineer
__ Pollution-Control Engineer
__ Safety Engineer
__ Sales-Engineer
__ Software Technician
__ Teacher, Industrial Arts
__ Tool Designer

Engineering Technology [05.03]
__ Air Traffic Controller
__ Building Inspector
__ Commercial Drafter
__ Industrial Engineering Technician
__ Marine Surveyor
__ Pollution-Control Technician
__ Radio/TV Transmitter Operator
__ Safety Inspector
__ Technical Illustrator
__ Traffic Technician

Managerial Work: Mechanical [05.02]
__ Manager, Food Processing Plant
__ Manager, Solid-Waste-Disposal
__ Radio/TV Technical Director
__ Superintendent, Maintenance
__ Water Control Supervisor

Vehicle Operation [05.04, 05.08, 09.03]
__ Air Plane Pilot
__ Flying Instructor
__ Helicopter Pilot
__ Master or Ship Captain
__ Ambulance Driver
__ Bus Driver
__ Locomotive Engineer
__ Taxi Driver
__ Truck Driver

Craft Technology [05.05]
__ Bricklayer
__ Carpenter
__ Oil-Burner-Servicer and Installer
__ Paperhanger
__ Plumber
__ Tile Setter
__ Avionics Technician (aircraft electronics)
__ Cable-Television Technician
__ TV or Computer Repairer
__ Electrician
__ Elevator Repairer
__ Electric Line Repairer
__ Telephone Office Repairer
__ Machinist
__ Sheet-Metal Worker
__ Structural-Steel Worker
__ Tool-and-Die Maker
__ Welder
__ Cabinetmaker
__ Aircraft Mechanic
__ Automobile Mechanic
__ Diesel Mechanic
__ Furnace Installer-Repairer
__ Locksmith
__ Refrigeration Mechanic
__ Small-Engine Mechanic
__ Camera Repairer
__ Dental Laboratory Technician
__ Optician
__ Orthodontic Technician
__ Offset-Press Operator
__ Piano Tuner
__ Pipe-Organ Installer
__ Tailor or Dressmaker
__ Furniture Upholsterer
__ Shoe Repairer
__ Chef
__ Dietetic Technician

Systems Operation [05.06]
__ Boiler Operator
__ Electric Power Plant Operator
__ Refrigerating Engineer
__ Water-Treatment-Plant Operator

Quality Control [05.07, 06.03]
__ Airplane Inspector
__ Garment Inspector
__ Machine Tester
__ Meat Grader
__ Telephone Equipment Inspector

Turn the page for more Realistic occupations.

Realistic (continued)

Crafts [05.10]
__ Appliance Repairer
__ Baker
__ Cook
__ Diver
__ Farm Equipment Mechanic
__ Floor Covering Installer
__ Glazier (glass installer)
__ Meatcutter
__ Painter
__ Recording Engineer
__ Roofer

Equipment Operation [05.11]
__ Bulldozer Operator
__ Miner
__ Power-Shovel Operator
__ Tower-Crane Operator

Production Technology [06.01, 06.02]
__ Dry Cleaner
__ Precision-Lens Grinder
__ Quality-Control Inspector
__ Supervisor, Engine Assembly

Craft Arts [01.06]
__ Graphic Arts Technician
__ Jeweler
__ Taxidermist

Investigative Occupations

Physical Sciences [02.01]
__ Astronomer
__ Chemist
__ Environmental Analyst
__ Geographer
__ Geologist
__ Hydrologist
__ Mathematician
__ Metallurgist, Physical
__ Meteorologist
__ Oceanographer
__ Paleontologist
__ Physicist
__ Teacher, Physical Sciences

Life Sciences [02.02]
__ Animal Scientist
__ Anthropologist, Physical
__ Biochemist
__ Biologist
__ Botanist
__ Biomedical Engineer
__ Coroner
__ Entomologist
__ Food Technologist
__ Geneticist
__ Horticulturist
__ Microbiologist
__ Plant Breeder
__ Pharmacologist
__ Plant Pathologist
__ Soil Scientist
__ Soil Conservationist
__ Teacher, Life Sciences
__ Zoologist

Medical Sciences [02.03]
__ Anesthesiologist
__ Audiologist
__ Cardiologist
__ Chiropractor
__ Dentist
__ Dermatologist
__ General Practicing Physician
__ Gynecologist
__ Internist
__ Neurologist
__ Obstetrician
__ Opthalmologist
__ Optometrist
__ Pediatrician
__ Podiatrist
__ Psychiatist
__ Radiologist
__ Surgeon
__ Speech Pathologist
__ Urologist
__ Veterinarian

Laboratory Technology [02.04]
__ Biomedical Equipment Technician
__ Chemical Technician
__ Dental-Laboratory Technician
__ Dietetic Technician
__ Embalmer
__ Laboratory Technician
__ Metalurgic Technician
__ Orthodontic Technician
__ Pharmacist
__ Photographic Darkroom Technician
__ Physical Therapy Technician
__ Seed Analyst
__ Ultrasound Medical Technologist

Mathematics and Statistics [11.01]
__ Actuary
__ Computer Programmer
__ Financial Analyst
__ Mathematical Technician
__ Statistician
__ Systems Analyst
__ Teacher, Mathematics

Social Research [11.03]
__ Archeologist
__ Anthropologist
__ Developmental Psychologist
__ Historian
__ Industrial Psychologist
__ Political Scientist
__ Sociologist
__ Urban Planner

Artistic Occupations

Literary Arts [01.01]
__ Book Editor
__ Critic
__ Editorial Writer
__ Film Editor
__ Playwright
__ Screen Writer
__ Writer

Visual Arts [01.02]
__ Architect
__ Art Teacher
__ Cartoonist
__ Clothes Designer
__ Fashion Artist
__ Graphic Designer
__ Illustrator
__ Industrial Designer
__ Interior Designer
__ Landscape Architect
__ Painter
__ Photographer
__ Set Designer
__ Technical Illustrator
See also Craft Arts, under Realistic Occupations.

Drama and Dance [01.03, 01.05, 01.07, 01.08]
__ Actor/Actress
__ Comedian
__ Dancer
__ Dancing Instructor
__ Drama Teacher

__ Model
__ Motion Picture Director
__ Radio and Television Announcer
__ Stage Director

Music [01.04]
__ Choral Director
__ Composer
__ Music Director
__ Music Teacher
__ Musician
__ Orchestra Conductor
__ Singer

Social Occupations

Social Services [10.01]
__ Career Counselor
__ Clergy or Religious Workers
__ Clinical Psychologist
__ Counselor
__ Counseling Psychologist
__ Dean of Students
__ Parole Officer
__ School Counselor
__ School Psychologist
__ Social Worker, Psychiatric
__ Social Worker, School
__ Vocational-Rehabilitation Counselor

Nursing, Therapy & Specialized Teaching [10.02]
__ Athletic Trainer
__ Dental Hygienist
__ Licensed Practical Nurse
__ Nurse
__ Nurse Instructor
__ Occupational Therapist
__ Physical Therapist
__ Physician Assistant
__ Radiologic (X-ray) Technologist
__ Recreation Therapist
__ Respiratory Therapist
__ Teacher, Handicapped Students
__ Teacher, Kindergarten

Child and Adult Care [10.03]
__ Emergency Medical Technician
__ Hospital Orderly
__ Nurse Aide
__ Practical Nurse

Educational and Library Services [11.02]
__ Director, Museum or Zoo
__ Extension Service Specialist
__ Home Economist
__ Librarian
__ Music Librarian
__ School Media Specialist
__ Teacher, College
__ Teacher, Elementary
__ Teacher, High School
__ Teacher, Technology

Sports [12.01, 12.02]
__ Head Coach
__ Professional Athlete
__ Scout, Professional
__ Sports Instructor
__ Umpire

Enterprising Occupations

Sales [08.01, 08.02]
__ Auctioneer
__ Buyer
__ Driver, Sales Route
__ Fund Raiser
__ Pawn Broker
__ Sales Agent, Financial Services
__ Sales Agent, Insurance
__ Sales Agent, Real Estate
__ Salesperson, Automobiles
__ Salesperson, Office Machines
__ Sales Representative, Aircraft
__ Salesperson, Computers
__ Telephone Solicitor
__ Travel Agent
__ Wedding Consultant

Hospitality, Beauty, and Customer Services [09.01, 09.02, 09.04, 09.05]
__ Automobile Rental Clerk
__ Barber
__ Bartender
__ Cosmetologist
__ Flight Attendant
__ Guide, Hunting and Fishing
__ Hair Stylist
__ Manicurist
__ Masseur/Masseuse
__ Recreation Leader
__ Sales Clerk
__ Waiter/Waitress

Law [11.04]
__ Arbitrator
__ Customs Broker
__ District Attorney
__ Hearing Officer
__ Judge
__ Lawyer, Corporation
__ Lawyer, Criminal
__ Lawyer, Employment
__ Lawyer, Real Estate
__ Paralegal
__ Patent Agent

Business Administration [11.05]
__ Business Manager, College or University
__ Editor, Managing, Newspaper
__ Manager, Branch
__ Manager, City
__ Manager, Department Store
__ Manager, Industrial
__ Manager, Office
__ Manager, Personnel
__ Manager, Sales
__ President, Bank
__ Purchasing Agent

Finance [11.06]
__ Accountant
__ Appraiser
__ Auditor
__ Controller
__ Credit Analyst
__ Loan Officer
__ Market-Research Analyst
__ Sales Agent, Securities
__ Securities Trader
__ Treasurer
__ Underwriter

See also Mathematical Detail, under Conventional Occupations.

Administration of Services to the Public [11.07]
__ Administrator, Hospital
__ Curator
__ Director, Commission for the Blind
__ Director, School of Nursing
__ President, College
__ Public Health Educator
__ School Principal
__ Superintendent, Schools
__ Welfare Director

Enterprising (continued)

Communications [11.08]
__ Cryptanalyst
__ Editor, Newspaper
__ Editor, Technical and Scientific Publications
__ Radio/TV News Director
__ Reporter
__ Translator

Promotion [11.09]
__ Director, Fundraising
__ Foreign-Service Officer
__ Lobbyist
__ Manager, Advertising
__ Public-Relations Representative

Regulations Enforcement [11.10]
__ Chief Bank Examiner
__ Customs Inspector
__ Immigration Inspector
__ Industrial Hygienist
__ Inspector, Fraud
__ Safety Inspector
See also Safety and Law Enforcement, under Realistic Occupations.

Business Management [11.11]
__ Director, Food Services
__ Director, Funeral
__ Manager, Apartment House
__ Manager, Department
__ Manager, Fast Food Services
__ Manager, Health Club
__ Manager, Hotel or Motel
__ Manager, Market
__ Manager, Retail Store
__ Manager, Truck Terminal

Contracts and Claims [11.12]
__ Booking Manager
__ Claim Adjuster
__ Contract Administrator
__ Literary Agent
__ Real Estate Agent

Conventional Occupations

Administrative Detail [07.01]
__ Court Clerk
__ Credit Counselor
__ Driver's License Examiner
__ Elgibility Worker
__ Financial-Aid Counselor
__ Manager, Office
__ Medical Secretary
__ Secretary
__ Title Examiner
__ Town Clerk

Mathematical Detail [07.02]
__ Accountant Analyst
__ Bookkeeper
__ Insurance Claim Examiner
__ Insurance Clerk
__ Payroll Clerk
__ Statistical Clerk
__ Tax Clerk
See also Finance, under Enterprising Occupations.

Financial Detail [07.03]
__ Bank Teller
__ Cashier
__ Post Office Clerk
__ Ticket Agent
__ Ticket Seller

Oral Communications [07.04]
__ Communication-Center Operator (aircraft)
__ Customer Service Representative
__ Dispatcher, Maintenance
__ Hotel Clerk
__ Information Clerk
__ Receptionist
__ Reservation Agent, Airline
__ Taxicab Dispatcher
__ Telephone Operator

Records Processing [07.05, 07.06, 07.07]
__ Clerk, General
__ Clerk-Typist
__ Computer Terminal Operator
__ Fingerprint Clerk
__ File Clerk
__ Keyboard Operator
__ Mail Carrier
__ Mecical Record Technician
__ Mortgage Loan Processor
__ Proofreader
__ Reservation Clerk
__ Stenographer
__ Title Searcher

Further Career Exploration

Now, learn more about the jobs you checked. If you live in the U.S., look in the *Guide for Occupational Exploration*. The four-digit numbers (e.g., [11.10]) will help you get information about these jobs and additional ones like them. The *Occupational Outlook Handbook* is another excellent book. Look at a recent edition in your local library. You can also see it on the Internet at "http://www.bls.gov/ocohome.htm". Be sure to also visit the Career Key Web site at "http://www.ncsu.edu/careerkey".

Interviewing people in the work you are considering is another good strategy. Do volunteer work or take a part-time job in your area of interest. Talk with a career counselor.

Career exploration pays off. You will develop a clearer view of yourself and the jobs that best fit you.

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Activity 1b. College Majors

The following majors have been arranged by Holland's Occupational Themes; a few have been listed in two places. Check all these that are of interest to you at this time.

R REALISTIC

Mechanical

___ Aero maintenance/Operation
___ Air conditioning/Refrigeration/Solar technology
___ Anaplastology
___ Automotive technology
___ Biomedical technology
___ Construction technology
___ Electronics technology
___ Engineering (see under I)
___ Fabrication technology
___ Food service
___ Industrial administration/Engineering
___ Laser technology
___ Machine/Tool technology
___ Manufacturing technology
___ Quality control
___ Radiologic technology science
___ Semiconductor management
___ Technological drafting/Model building
___ Transportation
___ Welding technology

Nature

___ Agriculture
___ Animal health technology
___ Nursery management
___ Park management technology
___ Wildlife management technology

Protective

___ Administration of justice
___ Fire science
___ Safety engineering

Physical performing

___ Physical education/Kinesiology

I INVESTIGATIVE

Scientific

___ Biological/Life science
___ Agricultural science
___ Animal/Avian science
___ Bacteriology
___ Biology
___ Botany
___ Conservation
___ Ecology
___ Entomology/Pest science
___ Environmental science
___ Food science
___ Forest science
___ Genetics
___ Kinesiology
___ Marine biology
___ Microbiology
___ Nutrition
___ Soil/Water/Wood
___ Toxicology
___ Zoology

Engineering

___ Aeronautical/Aerospace
___ Agricultural
___ Bio engineering
___ Civil
___ Computer science
___ Electrical/Electronic
___ Environmental
___ Material science
___ Naval architecture
___ Nuclear
___ Science
___ Systems
___ Transportation

I INVESTIGATIVE (Continued)

Medical
___ Dentistry
___ Optometry
___ Pharmacy
___ Medicine/Surgery
___ Veterinary medicine

Physical sciences
___ Chemistry
___ Geology/Earth science
___ Meteorology
___ Oceanography
___ Physics/Astronomy

Social sciences/Research
___ Anthropology
___ Consumer economics
___ Economics
___ Ethnic studies
___ Geography
___ History
___ Psychology
___ Sociology
___ Urban/Rural studies
___ Women's studies

A ARTISTIC
Applied Arts
___ Architecture
___ Commercial art
___ Film/Photography
___ Home economics
___ Fashion design
___ Interior design
___ Industrial design
___ Graphics
___ Journalism
___ Landscape design
___ Ornamental horticulture
___ Media specialty
___ Model building
___ Radio/TV
___ Technical illustrating

Fine Arts
___ Art/Art history
___ Dance
___ Drama

A ARTISTIC (Continued)

___ English
___ Foreign Language
___ Humanities
___ Literature
___ Music
___ Philosophy
___ Speech

S SOCIAL

Human Services
___ Community health worker
___ Counseling
___ Dental assistant/hygiene
___ Dietitian
___ Health science
___ Inhalation therapy
___ Nursing RN, LPN, assistant
___ Occupational therapy
___ Pediatric assistant
___ Physical therapy/also assistant
___ Primary care associate
___ Psychiatric technician
___ Psychology –clinical
___ Public health
___ Social service
___ Speech pathology and audiology

Personal Services
___ Cosmetology
___ Food service
___ Travel careers

SE SOCIAL/ENTERPRISING

Leading-influence
___ Advertising
___ Business administration
___ Convalescent hospital administration
___ Education
___ Health care management
___ Insurance
___ Labor studies
___ Law
___ Library science
___ Management/Supervision
___ Manpower administration
___ Office administration
___ Public relations

SE SOCIAL/ENTERPRISING (Continued)

___ Recreation
___ Social sciences (See under I)
___ Volunteer administration

E ENTERPRISING

Persuading
___ Business administration
___ Fashion/Retail merchandising
___ International trade
___ Law
___ Marketing/Sales
___ Political science
___ Purchasing
___ Real estate
___ Speech

C CONVENTIAL

Business Detail
___ Accounting
___ Attorney assistant
___ Banking
___ Court reporting
___ Data processing
___ Insurance
___ Secretarial
___ Administrative
___ Clerical
___ Medical assistant/Records
___ Legal
___ Unit clerk
___ Word processing

My highest section at this time is: _____
My next highest section at this time is: _____

NEXT STEPS: Explore occupations in your highest categories. Talk to counselors in your school or community for further career information. Talk to people in similar careers.

FUNCTIONAL SKILLS

Jobs require different skills and abilities. The following three activities will help you assess your transferable, self-management and work content skills. (You may also want to consider more extensive, standardized testing of aptitude, offered at your agency/college.)

Directions: Place a check (√) next to the skills you have now. Then go back and place a check next to the skills you may not have yet, but feel you could learn with little difficulty. Total the checks made in each section and fill in the blanks for your highest sections at the end.

Realistic: physically active/tangible
__ inspecting
__ building/constructing
__ repairing/fixing
__ operating equipment/machines/vehicles/tools
__ doing craft work
__ cooking
__ housekeeping
__ having physical coordination and agility
__ having manual dexterity
__ horticulture/gardening skills
__ caring for animals
__ farming skills
__ athletic skills
__ reading blueprints

Total √'s _____

Investigative: intellectual/ideas/theory
__ information gathering
__ researching/surveying
__ studying
__ reading skills
__ writing/editing skills
__ verbal/speaking skills
__ organizing/synthesizing data
__ developing ideas
__ conceptualizing
__ using scientific methodology
__ analyzing numbers/statistics
__ solving math problems
__ understanding physical theories
__ performing complex calculations

Total √'s _____

Artistic: creative, expressive
__ innovating/general creative talent
__ musical presenting/performing
__ acting/performing
__ writing creatively
__ designing (visual, spatial)
__ visual communicating (charts, graphs, posters)
__ color coordinating
__ directing (drama, music, dance)
__ teaching (art, drama, music, dance)
__ music composing
__ sketching, drawing, painting
__ dancing
__ playing musical instrument
__ design fashions or interiors

Total √'s _____

Conventional: clerical/precision/detail
__ compositing letters
__ typing; using office machines/computer
__ telephone skills
__ making arrangements
__ giving attention to details/accuracy/precision
__ designing procedures/forms
__ office administrating/supervising
__ accounting/bookkeeping
__ classifying
__ copying/posting/duplicating
__ purchasing
__ drafting/mechanical drawing
__ computing/math skills
__ keeping accurate records

Total √'s _____

Social: communicating and people-helping skills

__ developing rapport
__ listening/perceiving
__ counseling
__ oral communicating
(expressing oneself clearly)
__ interviewing
__ teaching/instructing
__ designing events
(meetings, process, educational events)
__ directing/leading events
__ planning meetings
__ group facilitating/leading discussion
__ collaborating/ cooperating
(with colleagues/team/spouse)
__ consulting
__ nursing/caring for children or handicapped
__ hosting skills

Total √'s _____

Enterprising: organizational management

__ organizing
(people, organizations, activities, events)
__ coordinating operations/resources/details
__ planning/goal setting/making projections
__ executing/following through
(programs, plans)
__ managing/organizational leadership
__ chairing meetings
(decision-making or task groups)
__ recruiting (leaders, talent, workers)
__ negotiating
__ persuading/influencing
__ selling (commodities, services, programs)
__ having public relations skills
__ fund raising
__ financial analyzing/planning
__ giving talks or speeches

Total √'s _____

My highest section at this time _____
My next highest section at this time _____

Activity 1d. A Self-Evaluation of Work Values
Rating Satisfactions from Work

The following list describes a wide variety of satisfactions that people obtain from their jobs. Look at the definitions of these various satisfactions and rate the degree of importance that you would assign to each for yourself, using the scale below:

1 –if it is unimportant or undesirable
2 –if it is reasonably important
3 –if is very important to you in your career/job

___ *Physical*: Do work which makes physical demands and in which I can use my coordination and physical abilities.

___ *Uniqueness*: Feel that the work I do is unique, novel, and different from others in some way.

___ *Status*: Have a position which carries respect with my friends family and community.

___ *High Income Possibilities*: Work, which can lead to substantial earnings or profit, enabling me to purchase essential items and the luxuries of life I desire.

___ *Time Freedom*: Be free to plan and manage my own time schedule in work; be able to set my own hours.

___ *Expertise*: Be respected and sought after for my knowledge and skill in a given area.

___ *Relationships*: Develop close friendships with my co-workers and other people I meet in the course of my work activities.

___ *Decision-Making*: Have the power to decide policies, agendas, courses of action, etc.

___ *Location*: Live in a place, which is conducive to my life style and in which I can do many of the activities I enjoy.

___ *Contact With People*: Day to day contact with the public.

___ *Authority*: Have control over others' work activities and be able to partially affect their destinies.

___ *Moral/Spiritual*: Have a sense that my work is important to and in accord with a set of standards in which I believe.

___ *Fun*: Work in a situation in which I am free to be spontaneous, playful, humorous, and exuberant.

___ *Intellectual Status*: Be recognized as a person with high intellectual ability; one who is an authority in a given area of knowledge.

___ *Integration*: Be able to integrate my working life with my personal life, involving my family or close friends.

___ *Responsibility*: Be responsible for the planning and implementation of many tasks and projects as well as for the people involved.

___ *Security*: Be able to depend on keeping my job and making enough money.

___ *Be Needed*: Feel that what I do is necessary for the survival or welfare of others.

___ *Help Society*: Make a contribution for the betterment of the world in which I live.

___ *Pressure*: Have a job which involves working against time deadlines and/or where others critique the quality of my work.

___ *Orderliness of Environment*: Work in a consistently ordered environment, where everything has its place and things are not changed often.

___ *Work with Others*: Be a member of a working team. Work with others in a group toward common goals.

___ *Work Alone*: Work by myself on projects and tasks.

___ *Personal Growth and Development*: Engage in work, which offers me opportunity to grow as a person.

___ *Creativity*: Create new programs, systems; formulate new ideas; develop original structures and procedures not dependent on following another's format.

___ *Variety*: Do a number of different tasks. Have the setting and content of my work responsibilities change frequently.

___ *Learning*: Be able to continually learn new skills and acquire new knowledge and understanding.

___ *Undemanding*: Have work duties, which demand very little energy or involvement.

___ *Influence*: Be able to change and influence others' attitudes or opinions.

___ *Supervision*: Be directly responsible for work, which is done and produced by others under my supervision.

___ *Beauty*: Have a job, which involves the aesthetic appreciation of the study of things, ideas, or people.

___ *Artistic*: Be involved in creative works of art, music, literature, drama, decorating or other art forms.

___ *Risk Taking*: Have work which requires me to take risks or challenges frequently.

___ *Exercise Competence*: An opportunity to involve myself in those areas in which I feel I have talents above the average person.

___ *Work on Frontiers of Knowledge*: Be involved in hard science of human research; work in a company that is considered one of the best in the business and strive for advances.

___ *Predictability*: Have a stable and relatively unchanging work routine and job duties.

___ *Productive*: Produce tangibles, things that I can see and touch.

___ Job Tranquility: To avoid pressures and the "rat race".

___ *Competition*: Pit my abilities against those of others in situations which test my competencies and in which there are win or lose outcomes.

___ *Physical Work Environment*: Work is a place, which is pleasing to me aesthetically; is beautiful to me.

___ *Community*: Work at a job in which I can get involved in community affairs.

___ *Independence*: Be able to direct and control the course of my work, determining its nature without a great deal of direction from others.

___ *Recognition*: Be visibly and publicly appreciated and given credit for the quality of my work.

___ *Advancement*: Opportunity to work hard and move ahead in my organization.

___ *Helping Others*: Provide a service to and assist others as individuals or as groups.

___ *Affiliation*: Be recognized as being associated with a particular organization.

___ *Creative Expression:* Opportunities to express my ideas, reactions and observations about my job and how I might improve it verbally or in writing.

___ *Problem Solving*: A position that provides challenging problems to solve and avoids continual routine.

I. List your most important work values in any order:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

II. Select 5 values that you would not be willing to compromise, beginning with your most valued.

1. _____
2. _____
3. _____
4. _____
5. _____

Developed by N.C.WW. Washington, D.C. 20036

FINANCIAL CONSIDERATIONS

Your finances can have a dramatic impact on your career plans and job search. This chart can assist you in analyzing your monthly expenses and the income you will need to meet those expenses. As you make plans and set goals your budget will help you determine your cash flow and help you determine what salary range is acceptable for you.

Directions: Fill in the following Budget Worksheets according to your actual monthly budget. Set financial goals and determine your "bare bones" and "dream" budgets.

Budget Worksheet
Expenses

Topic	Factors	Expenses		
		Actual	Bare Bones	Dream
Housing	Rent or Mortgage Payment 2nd Mortgage or Equity Loan Electricity Telephone Heating Water Upkeep/Repairs Cable TV			
Food	Food Eating Out			
Transportation	Auto Payments Gas and Oil Repairs, Tires, etc. Public Transportation			
Insurance	Health Auto Household Life			
Personal	Barber and Beauty Shop Toiletries Other, e.g. Children's Allowance Household Furnishings			
Medical	Doctor Dentist Pharmacy			
Clothing	New Cleaning and Laundry			
Recreation	Outings			
Education	Tuition, Books Supplies			
Other	e.g. Childcare, Outstanding Credit Payments, Alimony or Support Payments			

Topic	Factors	Expenses		
		Actual	Bare Bones	Dream
Saving Net Total Payroll Deductions Medicare Etc. Net plus Deductions	Total Income Taxes, Social Security			

Hourly range: from _____ to _____

Weekly range: from _____ to _____

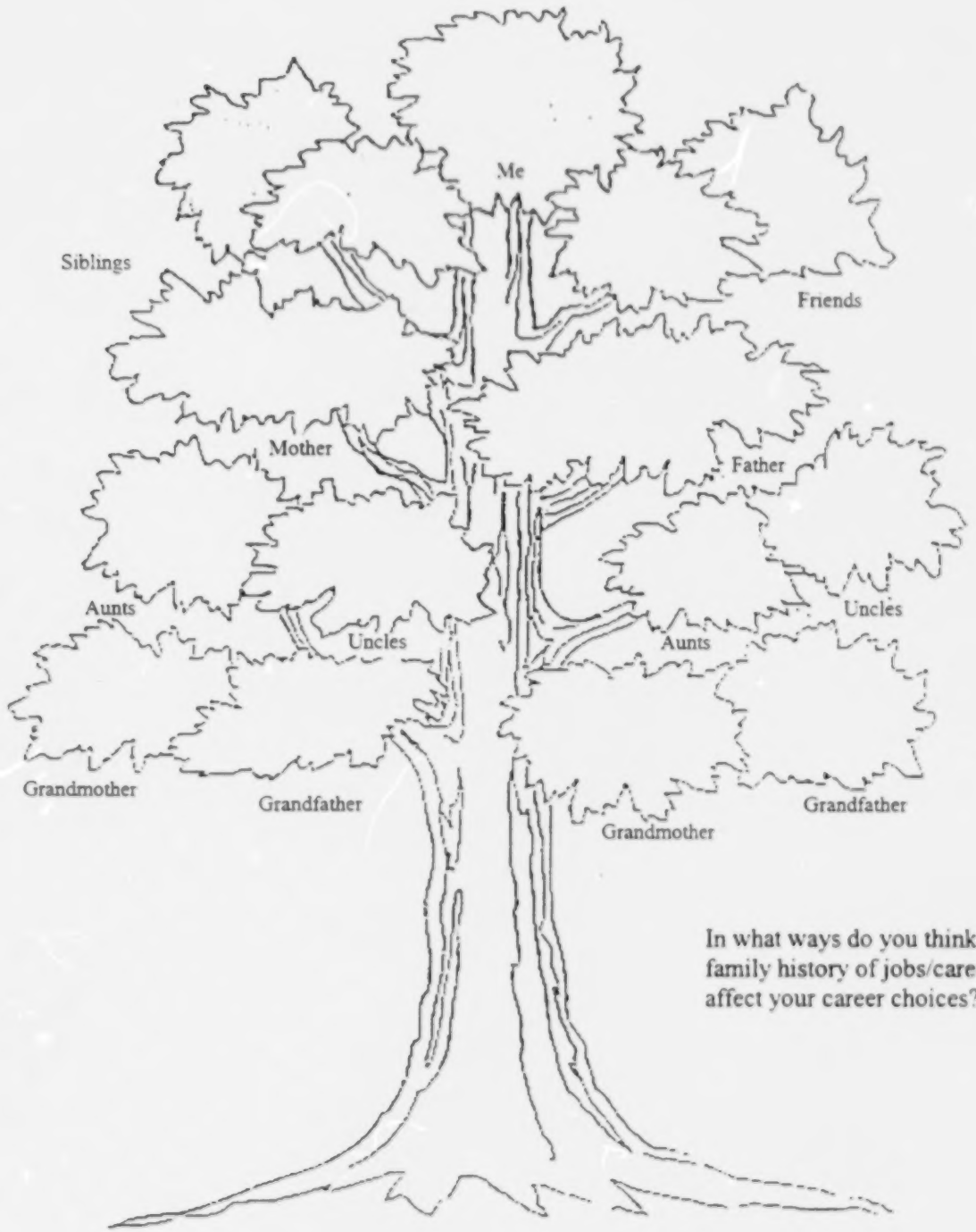
Monthly range: from _____ to _____

Yearly range: from _____ to _____

adapted from: Workforce In Transition: A Blueprint for Adult Career Development and Job Search Training, NOICC/CDTI

Activity 3. Career Choices Self-Assessment, Family Job Tree

Directions: Fill in the jobs that your family members hold or have held in the past.



In what ways do you think your family history of jobs/careers might affect your career choices?

II

CAREER EXPLORATION

CAREER EXPLORATION

After assessing one's self, the second step in the career planning process is to locate information about careers. Career information is everywhere. You need to know where resources are located and the kind of information they provide. Careers are rapidly changing and career information needs to stay current with these changes.

Local Publications and Resources

- Classified ads in newspapers
- Job advertisements on TV and radio stations
- Advertisements on neighborhood bulletin boards
- Newspaper articles to discover new and expanding companies in your area
- Yellow pages in telephone directory (group companies together according to what they do or make to match your skills and interests)
- Trade and professional journals
- Books in the careers section of your local library
- Internet

State Government Resources from:

NC State Occupational Information Coordinating Committee
700 Wade Avenue
PO Box 25903
Raleigh, NC 27611
(919) 733-6700
FAX (919) 733-8662

Career Choices in North Carolina, an annual tabloid designed to provide occupational and career information in a useful, readable format. Distribution is primarily through the public schools, SOICC agencies, and other programs. A User's Guide of activities for the tabloid is produced to support its classroom or group use.

Getting Started: North Carolina Jobs and Careers, a paperback resource for teachers, counselors and job placement professionals. It contains occupational profiles on 234 N.C. occupations, a section on labor market trends, one on job seeking skills, and a resources section. It is updated every three years.

North Carolina Careers, a micro computer based career exploration system, providing information on over 400 N.C. occupations and 171 N.C. educational training sites. The system helps individuals: explore careers by relating their personal characteristics to compatible job or career possibilities; find and compare information on specific occupations; and locate and learn about N.C. education and training programs.

Micro Occupational Information System (OIS), North Carolina's micro computerized data base and delivery system of occupational and labor market information for state and local planners, administrators and job developers. The Micro OIS provides information on current and projected worker demand by occupations; supply of school and training program completers; wages and occupational characteristics; post-secondary education institutions and training programs; the distribution of occupations by industry; and a supplemental directory listing N.C. employers.

BEST COPY AVAILABLE

N.C. Career Explorer is an on-line school wide career development service for educators, counselors and students. The goal is to provide relavent, current information to help students research and explore career options, and to provide a dynamic resource for school professionals. Career Explorer offers a wealth of resources for career and library resource centers, in the classroom, or for personal or professional development. They help you identify career opportunities, enhance vital life skills, encourage self-development, prepare and deliver instructional or training materials, and participate in a discussion. Career Explorer On-line publishes five articles five days a week. A 1997-98 statewide pilot of the program is available by subscription through the NC SOICC.

from: N.C. Employment Security Commission
Labor Market Information Division
P.O. Box 25903
Raleigh, NC 27611
(919) 733-2936
FAX (919) 733-8662

Employment Projections for State, MSA and Planning Regions (Trends to Year 2000), presents occupational outlook information with support narrative.

Occupations Which Require Licensing in North Carolina, a summary of business licensing practices in North Carolina.

Wage Rates in Selected Occupations, a statistical report of prevailing wage rates for selected production and non-production occupations in major North Carolina industries.

Internet options-Provides access to additional LMI information: www.esc.state.nc.us

for the: N.C. Department of Commerce
from: Harris Publishing
2057 Aurora Road
Twinsburg, Ohio 44087
1-800-888-5900
FAX (800) 643-5997

North Carolina Manufacturing Directory, specific information on more than 9,000 industries in North Carolina arranged by six sections: alphabetically, by county; by four digit SIC sequences and product description; by two digit SIC and purchase description; and by two digit SIC and products exported/imported. Cost - $89.00 per copy, 1997. A "Harris Selectory" is available on diskette.

Federal Government Publications

from: US Government Bookstore
First Union Plaza
999 Peachtree Street, NE, Suite 120
Atlanta , GA 30309-3964
(404) 347-1900
FAX (404) 347-1897

Dictionary of Occupational Titles (DOT), defines and classifies more than 13,000 occupations that are performed for pay or profit in the United States economy. Each occupations has an occupational title, a unique nine-digit code and a definition. Under development is an new electronic database, the O*Net, which will include additional information and intended to replace the DOT. Updates are available on the Internet: http://www/doleta.gov/programs/onet

Guide for Occupational Exploration (GOE) , provides supportive career and occupational information in 12 broad occupational interest areas, 66 workgroups, 348 subgroups.

Occupational Outlook Handbook (OOH) contains detailed career information about approximately 200 occupations clustered into 19 broad groupings. The OOH presents descriptions of the nature of an occupation; working conditions; the education, training, and other qualifications needed; job outlook; earnings; related occupations; and sources of additional information.

Occupational Outlook Quarterly (OOQ) is a journal published four times a year. The OOQ contains current information about occupations, employment outlook, training opportunities, salary trends and labor market trends.

Standard Industrial Classification Manual (SIC) codes all types of business establishments in the U.S. economy according to type of product or service. It categorizes industries into division, major groups, and sub-groups, and describes the nature of the industries.

Career Guide to Industries (CGI), provides information on the nature of the industry, outlook, employment, earnings, training and advancement in 40 diverse industries.

from: U.S. Department of Defense
N.C. Military Entrance Processing
Station (MEPS)
2625 Appliance Court
Raleigh, NC 27604
(919) 834-7535
(or)
401 W. Trade Street
Box 34129
Charlotte, NC 25202-1626
(704) 344-6415

Military Careers, a guide containing descriptions of 197 enlisted and officer military occupations, military career paths and an ASVAB qualification graph.

Activity 4. Career Research

Directions: Use the information in Career Choices and additional resources to answer the questions about a career of interest to you.

Title of Occupation _____

1. Description of occupation including main duties and responsibilities.

_____

_____

2. What are the education and training requirements for the occupation?

_____

_____

3. List other required qualifications such as licensing, certifications, etc.

_____

_____

4. What are the average wages or salary for this occupation?

_____

5. What is the employment outlook for this occupation?

_____

6. List the places where people in this occupation may work.

_____

_____

7. What are the opportunities for advancement?

_____

_____

8. List other occupations that are similar or related.

_____

_____

Activity 4 (Cont). Career Research

9. Is this occupation available in your area? List companies, businesses or places of employment in your area in which this occupation is located.

_____

_____

_____

10. What school subjects or courses would help you prepare for this occupation?

_____

_____

_____

11. Does this occupation deal mainly with people, data, things or ideas?

_____

12. Do you think you have the aptitude (potential ability) for this occupation?

_____

13. This occupation interests me because:

_____

_____

_____

14. List three (3) resources (books, publications, magazines, computerized information, etc.) used for this research.

_____

_____

_____

15. List name and title of person(s) that may have helped you locate this information.

_____

_____

16. List name of person(s) you know (or know of) who are in this occupation.

_____

_____

SCANS SKILLS DEFINITIONS

SCANS is an acronym that stands for the Secretary's Commission on Achieving Necessary Skills. SCANS is the study of the skills now needed in the contemporary and future American workplace. The SCANS competencies span the chasm between the worlds of the school and the workplace. Because they are needed in workplaces dedicated to excellence, they are the hallmark of today's expert worker. They lie behind every product and service offered in today's marketplace.

There are 27 SCANS skills divided into two categories:
Foundation Skills - skills people bring to a job; and
Functional Skills - skills specific to the functions workers perform doing their job

Definitions of the specific skills are listed below.

FOUNDATION SKILLS

I. BASIC SKILLS

1. **Reading** - locates, understands, and interprets written information in prose and documents including manuals, graphs, an schedules to perform tasks; learns from text by determining the main idea or essential message.
2. **Writing** - communicates thoughts, ideas, information and messages in writing; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, flow charts with language, style, organization and format appropriate to the subject matter, purpose and audience.
3. **Arithmetic** - performs basic computations, uses basic numerical concepts such as whole numbers and percentages in practical situations, uses tables, graphs, diagrams, and charts to obtain or convey quantitative information.
4. **Speaking** - organizes ideas and communicates oral messages appropriate to listeners and situations, participates in conversation, discussion and group presentations, speaks clearly.
5. **Listening** - listens carefully, understands and responds to listener feedback. Receives, interprets and responds to verbal messages and other cues such as body language.

II. THINKING SKILLS

6. **Creative thinking** - uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas, and reshapes goals in ways that reveal new possibilities.
7. **Decision-making** - specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
8. **Problem-solving** - recognizes that a problem exists; identifies possible reasons for the differences and creates and implements a plan of action to resolve them. Evaluates and monitor progress and revises plan as indicated by findings.
9. **Knowing How to Learn** - can adapt and apply new knowledge and skills to both familiar and changing situations. Is able to use ways of learning such as notetaking and organizing information. Becomes aware of false assumptions that may lead to wrong conclusions.

III. PERSONAL QUALITIES

10. **Responsibility** - exerts effort and perseverance toward goal attainment; works to becomes excellent at doing tasks by setting high standards, paying attention to details, working well even when assigned an unpleasant task and displaying a high level of concentration.
11. **Social skills** - demonstrates understanding, friendliness, adaptability, empathy and politeness in new and ongoing group settings. Asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately; takes an interest in what others say and do.
12. **Self-management** - assesses own knowledge, skills and abilities accurately; sets well-defined and realistic personal goals; monitors progress toward goal attainmentand motivates self through goal achievement; exhibits self control and responds to feedback unemotionally and non-defensively; a "self starter".
13. **Integrity/honesty** - can be trusted; recognizes when faced with making a decision or acting in ways that may break with commonly held personal or societal values; understands the impact of violating these beliefs and codes in respect to an organization, self, or others; chooses an ethical course of action.

FUNCTIONAL SKILLS

IV. RESOURCES

14. **Manages time** - selects important, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares and follows schedules.
15. **Manages money** - uses or prepare budgets, including making cost and revenue forecasts; keeps detailed records to track budget performance and makes appropriate adjustments.
16. **Manages material and facility resources** - acquire, stores, and distributes materials, supplies, parts, equipment, space or final products in order to make the best use of them.
17. **Manages human resources** - assesses peoples' knowledge, skills, abilities, and potential; identifies present and future workload; makes effective matches between individual talents and workload; monitors performance and provides feedback.

V. SYSTEMS AND TECHNOLOGY

18. **Understands systems** - knows how social, organizational and technological systems work and operates effectively within them; makes suggestions to modify systems to improve products or services, and develops new or alternative systems maintenance and quality control.

19. **Uses technology** - judges which set of procedures, tools or machines will produce the desired results; understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems; prevents, identifies or solves problems in machines, computers and other technology.

VI. INFORMATIONAL SKILLS

20. **Acquires and evaluates information** - identifies need for data; obtains it from existing sources or creates it and evaluates its relevance and accuracy.
21. **Organizes and maintains information** - organizes, processes and maintains written or computerized records and other forms of information in a systematic fashion.
22. **Interprets and communicates information** - selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial or multimedia methods.

VII. INTERPERSONAL SKILLS

23. **Participates as a member of a team** - works cooperatively with others and contributes to group effort with ideas, suggestions, and effort; resolves differences for the benefit of the team and takes personal responsibility for accomplishing goals.
24. **Teaches others** - helps others learn needed knowledge and skills; identifies training needs and supplies job information to help others see its use and relevance to tasks.
25. **Serves clients, customers** - works and communicates with clients and customers to satisfy their expectations; actively listens to customers to avoid misunderstandings and identify needs; communicates in a positive manner, especially when handling complaints or conflict.
26. **Exercises leadership** - communicates thoughts, feeling and ideas to justify a position, encourage, persuade, convince or otherwise motivate an individual or groups, including responsibly challenges existing procedures and policies.
27. **Works with cultural diversity** - works well with men and women and with a variety of ethnic, social or educational background; bases impressions on individual performance not on stereotypes.

Activity 5. SCANS Skills

Directions: Use to assess students/clients on SCANS Skills as related to the occupational choices they may be considering. Remember the more SCANS Skills they can master, the more likely they are to remain employed.

	Strengths	Needs Improvement (Barriers)	Strategies (workshops, classes, referral, counseling)
EMPLOYER EXPECTATIONS (SCANS REPORT, 1991 U.S. D.O.L.)			
Basic Skills			
Reading			
Writing			
Speaking			
Listening			
Arithmetic			
Mathematics			
Thinking Skills			
Think Creatively			
Make Decisions			
Solve Problems			
Know How To Learn And Reason			
Interpersonal Skills			
Work on Teams			
Teach Others			
Lead			
Serve Customers			
Negotiate			
Work With Culturally Diverse People			
Personal Qualities Employers Want			
Responsibility			
Self-management			
Integrity			
Honesty			
Sociability			
JOB SEEKING SKILLS COMPETENCIES			
Personal Appearance			
Interviewing Skills			
Ability To Complete Application			
Resume Preparation			
Job Search Methods			
Job Retention Knowledge			

From: Department of Social Services, Work First Program, p.-69.

CAREER INFORMATION INTERVIEWING

Once your clients/students have researched their career options they will have narrowed their focus to the few occupations that really interest them. In order for them to truly understand the characteristics of a job and the work environment it will be necessary for them to talk with people who are working in the field.

Encourage them to develop a list of people who work in the occupations they are exploring. Let them know that it is OK to call people they don't know, or to call organizations and ask for the names of people in the career they are researching. If they are hesitant to make contacts and conduct an interview, talk to them about people who have had successful experiences with interviews. Suggest a practice interview first. Having the client/student talk with someone he/she is comfortable with will lessen the anxiety and afford the opportunity to become comfortable with the process. The only condition for the information interview is that the interviewee must currently be employed.

Activity 6a. Career Information Interviews

Once you have collected enough information about your field of interest, feel knowledgeable and are still interested enough to continue your research, the next step is to talk with people who are working in the occupations you are interested in. This is accomplished through an information interview. The purpose of this type of interview is to obtain information, advice and referrals (additional people who can talk with you about your career choices).

Directions: Review the following information before making contacts with people to interview. A list of suggested questions is in the next activity.

Benefits of information interviews:

- It gives you first hand information, a realistic view of the field, and an opportunity to hear how others have developed their career paths. You will learn about factors never covered elsewhere. If the interview is carried out at the worksite (the preferred place), you can observe the work environment as well.

- It helps build contacts with people who may be helpful in the future. The person being interviewed may give you referrals to others in the field. This will enlarge your network of helpful people.

- It is a great opportunity to practice interviewing without the stress associated with the "real thing". Most people are happy to talk about their jobs, making these interviews easy to set up and conduct.

Guidelines for Information Interviews:

1. Keep in mind that you are only seeking information, not a job.

2. Do not limit your contacts to potential employers, anyone working in an occupation that interests you can give you the information you are looking for.

3. Develop names of people to interview, starting with family, friends and acquaintances.

4. Broadcast your career interest and ask for names of people they know. It will give you a whole new level of contacts.

5. Read the business sections of the newspaper and research companies.

6. Make contact or set up an appointment in one of the following ways:
   Write a letter and follow-up with a telephone call
   OR
   Contact by phone only

7. Avoid walking in to someone's work place unannounced during a busy day.

8. When you do contact the individual, state your purpose and ask for a brief amount of time - fifteen to twenty minutes.

9. Have your list of questions ready beforehand.

10. When asking your list of questions, remember:

- ♦ Take a real interest in what they are saying - LISTEN!
- ♦ Get the full name of the person you talked to.
- ♦ Be sure to thank that person for spending time with you. (whether it was on the phone or in person).
- ♦ Send a thank you note to follow-up.
- ♦ Make a good impression, the same people you interview for career advice may be able to help you with your job search later on.

If you have to make calls to talk with someone you don't know you may start by saying something like this:

"Hi, my name is Debbie Brown. I'm interested in a career in Medical Technology and would like to speak with one of your technologists on staff about their job. I am looking for some information to help me make my career decision and talking with someone in the field would be very helpful. Could you give me the name of someone I might be able to contact"?

Activity 6b. Career Information Interview Questions

Directions: Select an occupation and find someone in that occupation to interview. Spend at least 20 minutes talking with the individual and gathering information about his/her occupation. Suggested questions are listed below. You may add questions relating to your interests and concerns.

1. How long have you worked in this occupation?

2. What other occupations have you worked in previously?

3. Do you primarily work with people, data, things or ideas?

4. What do you like most about your job?

5. How did you get started in this line of work?

6. What personal qualities do you feel are needed to succeed in this line of work?

7. What type of training is needed for this occupation today?

8. What changes in your occupation have you seen occur?

9. What are the most frequently recurring problems on your job?

10. Do you have any other long term career goals?

11. Does this job require primarily independent activity or is there a lot of team work?

12. Who evaluates your performance? How is it done?

13. Can experience be substituted for formal education credentials?

14. What are the rewards of your position?

15. What hours do individuals in this job usually work? Is there much flexibility?

16. Are there opportunities for growth and advancement in this field?

Activity 7. Job Outlook

Directions: Discuss the following concepts concerning employment projections.

- The labor market is the interaction of people competing for jobs and employers competing for workers.

- Employers hire to either:
  1. Replace a worker, or
  2. Fill a newly created job

- Most openings occur due to the first example - replacing workers as people leave a job, return to school, retire or die.

- When looking at occupational trend data, it is important to distinguish between occupations with most openings vs. fastest growing occupations.

- Which category produces the most actual job openings? It depends on the total number of employees in that particular occupation.

- A small occupation may be growing rapidly but requires only a few new workers each year. A large occupation may be growing slowly or not at all, but may require a large number of workers annually to replace retiring employees.

JOB OUTLOOK - Career Briefs in Career Choices.

Employment Projections for N.C. 1994-2005
Growth Rate

If the statement reads...	Employment is projected to ...
Above Average	Increase over 2.0% per year
Average	Increase .6% to 2.0% per year
Below Average	Increase less than .6% per year

North Carolina's fastest growing jobs include many "technology oriented" and service occupations. Many of these will be newly created jobs resulting from increased demand for related goods and services. Although experiencing a high RATE of growth the actual number of employees needed in these occupations may be relatively small.

OCCUPATIONS WITH THE FASTEST ANNUAL GROWTH RATE IN NORTH CAROLINA *
1994-2005

	Annual Average % Increase	Jobs 2005
Computer Engineers	11.8	8837
Systems Analysts, Electronic Data Processing	11.7	24562
Personal and Home Care Aides	9.1	10242
Physical and Corrective Therapy Assistants and Aides	9.0	3810
Medical Records Technicians	8.3	4177
Physical Therapists	8.1	4651
Residential Counselors	7.8	8007
Pest Controllers and Assistants	7.8	4513
Medical Assistants	7.7	6719
Paralegal Personnel	7.6	3610
Home Health Aides	7.5	22669
Correction Officers and Jailers	7.0	18127
Human Services Workers	6.8	7147
Computer Support Specialists	6.7	4083
Speech-Language Pathologists and Audiologists	6.2	3636
Respiratory Therapists	6.1	2799
Nursing Aides, Orderlies, and Attendants	5.9	67249
Amusement and Recreation Attendants	5.9	10379
Guards and Watch Guards	5.8	33670
Data Processing Equipment Repairers	5.8	2775
Dental Assistants	5.6	7037
Dental Hygienists	5.6	4379
Radiologic Technicians	5.5	2407
Radiologic Technologists	5.2	4428
Hotel Desk Clerks	5.1	6152
Management Analysts	5.1	3673
Numerical Control Machine Tool Operators and Tenders, Metal	5.0	4824
Counter and Rental Clerks	4.9	14181
Teacher, Special Education	4.9	15257
Housekeeping Supervisors	4.9	4708
Licensed Practical Nurses	4.8	27951
Physicians and Surgeons	4.7	19125
Adjustment Clerks	4.6	18413
Instructors and Coaches, Sports and Physical Training	4.6	7844
Pharmacy Aides	4.6	2482
Medicine and Health Services Managers	4.5	6938
Pharmacy Technicians	4.5	4316
Police Patrol Officers	4.4	14705
Lawyers	4.4	13060
Sheriffs and Deputy Sheriffs	4.4	5340
Emergency Medical Technicians	4.3	5461
Food Service and Lodging Managers	4.2	32211
Registered Nurses	4.1	74646
Medical Secretaries	4.1	9666
Loan Officers and Counselors	4.1	7241

* Based on occupations with 100 or more average annual openings.

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North Carolina's occupations with the most annual openings are also predominantly service occupations. Most are in occupational fields where a large number of workers already exist. Job openings will come primarily from replacement of people leaving their jobs (through death and retirement) rather than from newly created jobs.

OCCUPATIONS WITH THE MOST ANNUAL OPENINGS IN NORTH CAROLINA *
1994-2005

Occupations	Annual Average Openings	Jobs 2005
Cashiers	6232	122369
Salespersons, Retail	5370	124235
Waiters & Waitresses	3777	65772
Nursing Aides, Orderlies, & Attendants	3027	67249
Janitors & Cleaners	2973	77203
Registered Nurses	2865	74646
General Office Clerks	2554	84062
Secretaries, Except Legal & Medical	2117	80420
Maids & Housekeeping Cleaners	1789	46915
Hand Packers & Packagers	1680	48337
Guards & Watch Guards	1570	33670
General Farm Workers	1546	55521
Assemblers & Fabricators	1502	55057
Truck Drivers, Heavy Or Tractor-Trailer	1494	62713
Maintenance Repairers, General Utility	1422	45133
Teachers, Secondary School	1407	33593
Food Service & Local Managers	1391	32211
Systems Analysts, Electronic Data Processing	1375	24562
Receptionists & Information Clerks	1353	33361
Licensed Practical Nurses	1238	27951
Sales Representatives	1131	39408
Home Health Aides	1121	22669
Carpenters	1100	34363
Food Preparation Workers	1095	39530
Teachers, Elementary School	1052	34010
Stock Clerks, Sales Floor	1009	36039
Financial Managers	983	25396
Automotive Mechanics	925	22997
Cooks, Restaurant	918	23374
Truck Drivers, Light	913	31335
Child Care Workers	904	27768
Bookkeeping, Accounting, & Auditing Clerks	903	56220
Correction Officers & Jailers	873	18127
Textile Machine Operators & Tenders	859	40624
Police Patrol Officers	845	14705
Combined Food Preparation & Service Workers	833	44771
Physicians & Surgeons	799	19125
Cooks, Specialty Fast Food	750	20790
Teacher Aides, Paraprofessional	727	21071
Counter & Rental Clerks	718	14181
Adjustment Clerks	689	18413
Sewing Machine Operators, Garment	677	33128
Teachers, Special Education	651	15257
Personal & Home Care Aides	591	10242
Accountants & Auditors	567	20552

* Occupations with positive growth rate.

NON-TRADITIONAL CAREERS

Definition: Department of Labor defines non-traditional as jobs in which fewer than 25% of the people in these occupations are held by one gender. For example carpenter, electrician, brick mason, auto mechanic are **non-traditional** for women.

FACTS ABOUT NON-TRADITIONAL CAREERS FOR WOMEN

- Fastest growing and highest paying areas of future employment for women.
- Often difficult choice for women due to lack of role models, and to traditional family, social, and personal values that deter women from considering such occupations.
- Available in high school vocational education programs, community colleges, and apprenticeship programs in industry.
- Organizations such as Society for Women Engineers, Women in Construction, Professional Women Accountants, Executive Women International promote women entering non-traditional careers.

AGENCY ACCESS TO NON-TRADITIONAL PROGRAMS

Job Training Partnership Act (JTPA) - Department of Employment and Training, Frankie Pickard (919) 733-6383

Community College System- Coordinator of Sex Equity, Doris Jacobs (919) 733-7051

Department of Public Instruction- Gender Equity Program, Sarah Hawes (919) 715- 1649

Department of Labor- Training Initiatives, Vonna Viglioni (919) 715-0346

Department of Transportation- Civil Rights Office has on-the-job training funds to pay for the training of women to work on highway construction jobs. For further information contact Marvin Butler, 919-733-2300.

Directions: Discuss the concepts and implications of non-traditional careers.

Non-Traditional Careers

FOR WOMEN

Police Officer
Scientist
Architect
Drafter
Office Equipment Repairer
Construction Worker
Carpenter
Mechanic
Auto Body Repairer
Greenskeeper
Engineer
Mathematician
Fireman
Electronics Technician
Surveyor
Small Appliance Repairer
Plumber/Pipefitter
Welder

Police Officer

FOR MEN

Cosmetologist
Elementary School Teacher
Secretary
Telephone Operator
Dietitian
Kindergarten Teacher
Registered Nurse
Child Care Worker
Licensed Practical Nurse
Flight Attendant
Stenographer
Librarian
Therapist
Dental Assistant

Secretary

Reference: Building Blocks for the Future

Activity 9. Match Your Homemaking Skills

Directions: Match your homemaking skills in left column to job possibilities in right column.

Homemaking Skills	**Job Possibilities**
Cooking	Chef, private catering
Driving	Route delivery, courier, bus or cab driver
Decorating	Interior design, party planning
Sewing	Retail fashion sales, tailoring, Seamstress
Gardening- indoor/outdoor	Landscaper, florist sales, garden/nursery shop sales
Caring for sick family members	Home health aid, adult day care, geriatric care
Typing/ computer skills	Office & clerical worker, free lance typist
Repair appliances	Electrician
Planning menus	Dietitian
Purchasing goods/services	Supply clerk, buyer
Household budgeting	Bookkeeper, accountant
Scheduling family appointments	Receptionist, dispatcher, travel agents
Writing personal letters, newsletters	Writer, editor
Teaching children	Child care worker, teacher, teacher assistant
Mediating family problems	Counselor, crisis intervention
Telephone campaigning for causes	Sales representative, research survey, telemarketing

Activity 10. Am I An Entrepreneur?

Directions: Test your entreprenurial quotient by circling the letter of the phrase that best describes you.

1. **Are you a self-starter?**
   a. I do things my own way. Nobody has to tell me to get going.
   b. If someone gets me started, I keep going all right.
   c. Easy does it, I don't put myself out until I have to.

2. **How do you feel about other people?**
   a. I like people. I can get along with just about anybody.
   b. I have plenty of friends--I don't need anyone else.
   c. Most people bug me.

3. **Can you lead others?**
   a. I can give most people to go along when I start something.
   b. I can give the orders if someone tells me what we should do.
   c. I let someone else get things moving. Then I go along if I feel like it.

4. **Can you take responsibility?**
   a. I like to take charge of things and see them through.
   b. I'll take over if I have to, but I'd rather let someone else be responsible.
   c. There's always some eager beaver around wanting to show how smart he is. I say let him.

5. **Are you a good organizer?**
   a. I like to have a plan before I start. I'm usually the one to get things lined up when the gang wants to do something.
   b. I do all right unless things get goofed up. Then I cop out.
   c. You get all set and then something comes along and blows the whole bag. So just take things as they come.

6. **Are you a good worker?**
   a. I can keep going as long as I need to. I don't mind working hard for something I want.
   b. I'll work hard for a while, but when I've had enough, that's it, man!
   c. I can't see that hard work gets you anywhere.

7. **Can you make decisions?**
   a. I can make up my mind in a hurry if I have to. It usually turns out okay, too.
   b. I can if I have plenty of time. If I have to make up my mind fast, I think later I should have decided the other way.
   c. I don't like to be the one who has to decide things. I'd probably blow it.

8. **Can people trust what you say?**
   a. You bet they can. I don't say things I don't mean.
   b. I try to be on the level most of the time, but sometimes I just say what's easiest.
   c. What's the sweat if the other person doesn't know the difference?

9. **Can you stick with it?**
   a. If I make up my mind to do something, I don't let anything stop me.
   b. I usually finish what I start--if it doesn't get fouled up.
   c. If it doesn't go right to start with, I turn off. Why beat your brains out?

10. **How good is your health?**
    a. I never run down.
    b. I have enough energy for most things I do.
    c. I run out of gas sooner than most of my friends.

Now tally your answers. If you circled mostly "a" responses, you probably have what it takes to run a business. If not, you're likely to have more trouble than you can handle by yourself. You'd better find a partner who is strong in your weak areas. If most of your responses were "c," not even a partner will be able to shore you up.

SELF-ASSESSMENT + OCCUPATIONAL EXPLORATION: IS THERE A FIT?

Putting together the information gathered about yourself and a number of occupations is the next step. This will help you focus on an occupation and analyze it in terms of things that are important to you. It will help point out what kind of training is necessary and whether the occupation fits in with the kind of lifestyle desired. The following activity has 2 parts. (Be sure each part is completed before moving on to goal setting and decision making.)

Directions: A. Complete the following chart to further help you determine if there is a fit between who you are and what you would like to do. Refer to your self assessment summary for the Self Assessment Information column, and Career Briefs, for the Occupational Information Column.

Self-Assessment Information	**Occupational Exploration Information**	**Is There A Fit?**
Interests (e.g. Holland Code)	Occupation' Code (Holland)	
Skills: Technical Functional Self-Management	Job Duties, Tasks, Responsibilities	
Personality (Holland Code)		
Aptitude	Job Requirements	
Work Values	Working Conditions, Schedule, etc.	
Physical Capacities or Limitations	Physical requirements Workplace adaptations required	
Education and Training	Educational Requirements	
Past Experience	Experience or Background Required	
Budget/Financial Needs	Salary/Benefits	
Personal Image	Image Required	
Preferred Work Environment	Work Environment	
Lifestyle Considerations	Working Conditions, Environment, Schedule, Location, Salary, etc.	

Directions: B. After the chart has been completed discuss the results with your counselor or caseworker. Process the comparison. Ask yourself the following questions before going on to finalize the decision making and goal setting process.

1. Do you have enough information to make a decision?

2. What additional information do you need to collect? (e.g. schools that offer the appropriate training program; costs and sources of financial aid; employers who have a need for this expertise.)

3. What is the next step? (e.g. Upgrade or add new skills. Attend to self-development needs, etc.)

4. What support do you have in place? What type of support do you need to find? (Personal Realities)

MYTHS ABOUT CAREER DECISION MAKING

MYTH: *There is one right job for me.*

On the contrary, you are a multi-potentialed individual. There are numerous occupations in which your talents can be equally applied and the nature of these possibilities will expand as your work experiences accumulate.

MYTH: *You must have experience to find a job.*

Often you are hired primarily for your aptitude or your potential to learn and advance within an organization rather than for your existing work capabilities or experiences.

MYTH: *Most people start their career at 21 and proceed in a straight line toward their career goals.*

Not very likely. Maybe a few people have experienced such direction, however, the career paths of most people are filled with zigs and zags and changes in direction.

MYTH: *Career planning is an irreversible process.*

Not so. You can change career directions whenever your talents, needs and resources dictate and/or allow.

MYTH: *There is a particular set of job responsibilities for every occupation.*

On the contrary, people in positions having the same title are very often performing different tasks. The varying duties are due to the individual's interests and capabilities along with varying needs from employer to employer.

FACTS ABOUT CAREER DECISION MAKING

- Career decision making is a process.
- Do not expect to make a final decision all at once.
- Career decision making is a skill that can and should be taught to students and clients.
- The goal of career decision making is to help students/clients organize their thinking about topics important in choosing a career.
- It is important to assess one's style of decision making to help overcome obstacles that inhibit the process.

MAKING DECISIONS & GOAL SETTING

Determining what one hopes to accomplish now or in the future is goal setting. Once you have identified and evaluated possible careers or jobs and explored the alternatives, you must choose the most feasible option. It is essential to consider the long term as well as the short term when deciding on goals. Long term goals are usually big and central to one's life. The steps taken to reach long term goals are short term goals and are usually accomplished in stages.

Directions: Review the following guidelines for effective goal setting and discuss.

- Goals should be realistic and attainable.
- Goals are concrete and measurable.
- Goals are expressed in specific and realistic time frames.
- Goals allow for some flexibility.
- Goals are expressed in quantitative terms.

In addition to the guidelines above, keep in mind the following questions when weighing the positives and negatives of the goals you have set.

1. Is the goal worthwhile? Is the goal consistent with my overall plans?

2. Am I ready to make a specific public commitment to the goal now?

3. Am I willing to commit myself to specific timetable to measure my progress and commitment to this goal?

4. Have I really thought through the consequences of setting this goal? What are some of the barriers I may face? How will I handle the barriers? Am I willing to make certain sacrifices?

5.Does this goal arise out of the values that I have clarified and been willing to act on in the past?

6. Can I visualize this goal clearly and see myself at the endpoint it represents?

7. Does commitment to this goal assume high priority in my life right now? Am I willing to sacrifice other activities or downgrade other priorities in my life?

8. Am I excited and eager to begin work on this goal now?

Source: Career Transitions Manual: N. Heller, D. Haber, Britt Grant Assoc., 1995

1. IDENTIFY THE DECISION TO BE MADE - (What shall I wear today?)

2. GATHER THE INFORMATION - (What is the weather going to be like? What will I be doing. What is cleaned and pressed?)

3. IDENTIFY THE ALTERNATIVES - (Either my blue suit, gray pants or blue jeans and a t-shirt)

4. WEIGH THE EVIDENCE - (Blue suit is right for today's weather, but too dressy for my activities. I feel like wearing jeans and a t-shirt, but I have an appointment later and that would not be appropriate dress. My gray pants are a good compromise, must find a matching shirt.)

5. CHOOSE AMONG THE ALTERNATIVES - (gray pants and white shirt)

6. TAKE ACTION - (press clothes and get dressed)

7. REVIEW AND EVALUATE THE DECISION - (look in the mirror, decide it looks OK, but need to change shoes)

APPLY THE DECISION MAKING STEPS TO CAREER PLANNING

1. IDENTIFY THE DECISION TO BE MADE - (college, 2 year, 4 year; where; what major; military, and/or work)

2. GATHER INFORMATION - (facts about myself - interests, abilities, values; facts about career options - salary, work setting, amount of education/training required; where can I get further information)

3. IDENTIFY ALTERNATIVES - (what career options suit me best)

4. WEIGH THE EVIDENCE - (consider the pros and cons; what are the short and long term outcomes; recognize obstacles: what resources are available to me to meet my goals)

5. CHOOSE AMONG THE ALTERNATIVES - (from the above information generate a list of possible career/college choices)

6. TAKE ACTION - (make a plan of action - visit the work environment, visit schools, talk to college representatives

7. REVIEW AND EVALUATE THE DECISION - (Did I consider all the important factors? Are there new alternatives I need to consider?)

Activity 14. Decision Making Worksheet

Directions: Using the seven steps to decision making, fill in the spaces with responses that apply to your situation.

1. IDENTIFY A DECISION WHICH IS IN THE MAKING FOR YOU NOW: _____

_____

_____

2. GATHER INFORMATION Think about your interests, abilities, values, and facts about your career options - salary, working conditions, amount of education and training. List your responses below. _____ _____ _____ _____ _____	3. IDENTIFY ALTERNATIVES List all the options you feel suit you at this time. _____ _____ _____ _____ _____	4. WEIGH THE EVIDENCE List all the pros and cons to the options listed at left. What makes these options attractive at this time? _____ _____ _____ _____ _____
5. CHOOSE AMONG ALTERNATIVES After careful consideration of the pros and cons, which options at this time appear to be the most possible? _____ _____ _____ _____ _____	6. TAKE ACTION What are you going to do about it? List what you can do to prepare yourself for the alternatives selected. _____ _____ _____ _____ _____	7. REVIEW AND EVALUATE Did you consider all the important factors? What is your alternate plan? _____ _____ _____ _____ _____

DEVELOPING AN ACTION PLAN

(for counselors, social workers, facilitators)

The goals set in the previous section are the basis for developing an action plan. Goals could be to:

- Further explore a career possibility.
- Look into a program for training or further education.
- Explore ways to attain a high school diploma or GED.
- Enter school or training program.
- Look for a job.

Regardless of the kind of goal the client or student has established, assisting them in developing an action plan (what needs to be done to reach the goal) often will make the difference between forward momentum and inactivity. After reviewing the following guidelines and sample Time Table, help the clients/students to complete their Action Plan, and fill in the Time Table.

GUIDELINES

Develop action steps to reach the goal. The action steps should be small, short term activities the client/student can achieve. They also should be placed within a time frame with dates for completion.

Build in support and accountability. Clients/students need encouragement and support as they work toward goals and complete their action steps. Supporting clients as they achieve the small steps and assisting them to find other sources of support in their lives will help them to keep up the momentum of moving toward their goals. Contracting with others (accountability) will also help. If a client/student can tell others involved in a job search or the career development process about a step that will be accomplished by a certain time, he or she will be more likely to complete that step. Progress unnoticed often turns into stagnation.

Build in rewards. Goal attainment is more likely to be successful if some sort of rewards are built in for the steps that are accomplished and for completed action plans. People lose motivation without ongoing and long term rewards. Rewards are unique and therefore should be identified by the individual. One person's reward might be another person's punishment.

CAREER PLANNING/CAREER RESEARCH ACTION PLAN

Directions (A): After setting your goals, (whether more exploration, training or job search), you will want to develop a plan for taking action. Evaluate all the items. What things have you already accomplished? Which do you need to do?

	Plan To	Done
Take an interest inventory	____	____
Take an aptitude or abilities test	____	____
Arrange to develop skills in:		
_____	____	____
_____	____	____
_____	____	____
Visit a library or career center to check out or use books on careers I am interested in.	____	____
Make a list of people I can talk with who know about or work in the careers I am interested in.	____	____
Find an opportunity to shadow someone in my career area of interest.	____	____
Arrange information interview with people working in my career areas of interest.	____	____
Check on places that can train me for the occupations I have chosen.	____	____
Discuss my career/training plans with family/counselor/ caseworker.	____	____
Make a list of companies or organizations I'd like to investigate.	____	____

Activity 15. (cont) Develop An Action Plan

Directions (B): Review the Sample Time Table. Then complete yours below.

TIME TABLE

ACTIVITIES FOR ACCOMPLISHEMNT .

GOALS	1-3 MONTHS	3-6 MONTHS	6 MOS. - 1 YEAR	3 YEARS	5 YEARS	10 YEARS

SAMPLE

TIME TABLE

ACTIVITIES FOR ACCOMPLISHEMNT

GOALS	1-3 MONTHS	3-6 MONTHS	6 MOS. - 1 YEAR	3 YEARS	5 YEARS	10 YEARS
Example:						
Gather information on medical technology careers	X					
Complete 2 courses each year to obtain MT certification		X				
Complete certification				X		

from: Career Transition Manual, Nancy Heller, Deborah Haber

III

EDUCATION & TRAINING

ASSESSING YOUR DESIRE FOR FURTHER EDUCATION

Education is now life long. Employers are looking for updated skills and a work force that can quickly adjust to new technology, new management styles and a new way of doing business. To increase your skills you have many options-workshops sponsored by your employer, short term courses offered in your community, and colleges to receive an associates or bachlors degree.

What is your main reason for going back to school?

- ❍ Wanting to make a career change?
- ❍ Wanting to move into higher-salaried jobs or careers?
- ❍ Wanting to earn a degree, certificate, license?
- ❍ Wanting to explore an area of interest?
- ❍ Needing retraining for future employment opportunties?
- ❍ Needing to update skills for a new workplace?
- ❍ Other? _____

Whatever is your reason, know it and own it. Be proud of your new venture. Revisit your list of reasons often to motivate yourself through times of self-doubt. Going back to school, especially if you are working full time, part time or raising a family requires you to balance all your roles. **YOU** are the key to making this balancing act work. Develop a sense of well-being through good habits, good health, a positive self-image, and a feeling of control. Know what you have control of and realize many things are out of your control. Take care of yourself--you can not afford it any other way.

- ❍ **Be realistic-**Perfection is neither attainable nor required for success. Strive for excellence instead.
- ❍ **Don't expect too much of yourself-**You do not have to be the best in every or any aspect of your life.
- ❍ **Set short term goals-**They are less overwhelming than long term goals.
- ❍ **Don't compare yourself with others-**You and your life is unique. No one has the identical set of circumstances in their life as you do.
- ❍ **Expect to have an adjustment period-**It's normal.
- ❍ **Pay attention to signs that you are wearing down-**Act on them quickly. When you are feeling overwhelmed, take time out to reevaluate, regroup, and reenergize. Then get back in the game.
- ❍ **Ask for and accept help and support-**You need not travel this road alone.
- ❍ **Keep your sense of humor-**Laughter is therapeutic and energizing.
- ❍ **Don't push too hard-**Burnout, illness and losing interest may be the result.
- ❍ **Don't apologize over what you don't get done-**Praise yourself for your accomplishments-one at a time.
- ❍ **BELIEVE IN YOURSELF-**You can do it!

Adapted from: Exploring Learning Options, NOICC and "Balancing Education, Job and Family" by Mary D. Lawernce in Job Choices, 1997.

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- ○ Needing retraining for future employment opportunities?
- ○ Needing to update skills for a new workplace?
- ○ Other? _____

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Career Planning, Education and Training to achieve Economic Independence

Charting a career path that includes additional education and skill training while working is imperative in economic literacy programs. Managing money and dissolving bad debts should be combined with a strategic plan to increase earnings and enhance employment stability.

Asset-building strategies, such as Individual Development Accounts *, should include establishing a career path to help the individual move beyond their current wages and provide economic security. Whether the individual is a teenager just entering the labor market, a person moving off of public assistance in entry-level employment or other long-term employees earning low wages, a **PLAN** to improve income levels need to be created. Economic self-sufficiency means moving up the pay scale and receiving employee-paid benefits, which allows a person to have an open-mind about **savings** to use in the future.

One realistic way of achieving *economic independence* is to become employed in an entry-level occupation having good earning potential, e.g. laborer, helper or other beginning positions requiring some skill or technical knowledge. Companies that have a "career ladder" system of upgrading employees after first being hired at the entry-level should be explored, along with those that provide on-the-job training and educational options for further training. **Much of this training can take place on the job or in night classes.**

For women who are considered "working poor" or are striving to leave public assistance, non-traditional occupations may be a strategy to secure a higher-wage job. A somewhat different career planning path may be needed for women. Since many women do not **"automatically"** think of pursuing non-traditional careers, programs must be designed to help women identify hidden interests and aptitudes that are not obvious to them. When exploring new occupations, women benefit from **trying out a variety of new work possibilities**, e.g. *"job shadowing", Work Experience Training, informational interviews (discussions with employers about the job and work requirements) and "lab" experiences in high school or community college.* (See also Non-Traditional Careers, Users Guide, p. II-16)

Contributed by Hank Graden, NC DSS, Work First

* Bridging the Financial Literacy Gap, Stephanie A. Jennings, 1998

EDUCATION AND TRAINING CHOICES AFTER HIGH SCHOOL

ON-THE JOB

Go to work for a company or business which will train you as you work on the job. Ask about their programs for on-going employee training.

APPRENTICESHIP

A 3-4 year training program that combines on-the-job training with related technical and education instruction for skilled occupations. Supervision by a master in the craft, trade, or relevant occupational area.

The many apprenticable occupations in North Carolina are registered with the Division of Apprenticeship, North Carolina Department of Labor. (www.dol.state.nc.us/DOL or www.doleta.gov/bat/)

PRIVATE BUSINESS OR TRADE SCHOOL

Short-term training (1 month - 1 year) for some occupations ranging from cosmetology to truck driving. Usually there are no special entrance requirements. Check on costs and length of program. The purchase of special tools may be extra.

COMMUNITY COLLEGE

Considering possible technical programs? The North Carolina Community College System offers a variety of vocational and technical programs (one semester to two years) which lead to certificates, diplomas or associate degrees.

They also offer two-year transfer programs and specialized training for industry. There are open admissions, with remedial and pre-tech courses available. Entrance requirements depend on the program. (www.bull.ncdcc.cc.nc.us)

4 YEAR COLLEGE

There are many public and private colleges and universities in North Carolina. Your local library, school counseling office or career center will have college information for you.

You can also write directly to the colleges you are considering. Entrance requirements are based primarily on high school grades and college test scores. (www.ga.unc.edu)

MILITARY

Work for Uncle Sam and get training, pay, room and board and benefits. Ask your military recruiter about the type of training available, qualifications for training, length of time commitment required, pay, and benefits. High School graduation is required.

AGENCY REFERRAL AND SUPPORT

Many of the state agencies have job preparation, search, training and retraining programs. These agencies listed in Career Choices, work with clients with special needs and qualifications for training programs. Contact the nearest office to your location of the various agencies or call the number listed.

Activity 16. Choosing a College

I. Survey the Possibilities

BEGIN your search with a survey of colleges located in the geographic area of your choice -- Home, State, West Coast, New England, etc.

Resources which may help you are:

1. The College Handbook
2. Lovejoy's College Guide
3. Barron's Profiles of American Colleges
4. Barron's Guide to Two-Year Colleges
5. Peterson's Guide to Four-Year Colleges
6. Patterson's Schools Classifieds
7. A Comparative Guide to Colleges
8. The N.C. Community College System Guide
9. Computerized Career Information System
10. Barron's Guide to the Most Prestigious Colleges

Other Resources:

College Guides and Maps
College Catalogs
Financial Aid Forms
Armed Forces Brochures
Career Descriptions
Trade School Directories
Occupational Outlook Handbooks
Encyclopedia of Careers
Summer Educational Programs
Current Job Openings
Admissions Test Applications

II. Weigh the Differences

MAKE a comparison-study of the colleges in terms of:

1. Location and setting
   _____ *distance from home; city, small-town, or country setting*

2. Type and size of college
   _____ *co-ed, men's, women's, university, liberal arts, technical, junior, church-related, state-supported; enrollment, facilities*

3. Comprehensive cost
   _____ *tuition, room and board, extra fees, books, travel expenses, spending money, special clothing*

4. Financial Aid
   _____ *honor scholarships, grants-in-aid, loans, alternative work/ study programs, campus jobs*

5. Special Curricula
   _____ *engineering, political science, computers, music, education, marine biology, business, etc.*

6. Admission requirements
   _____ *required subjects, test scores, grade point average, class rank, residency, special talents*

7. Kind of students who attend
   _____ *habits, interests, goals, ethnic and religious background*

8. Campus life
   _____ *cultural events, sports, clubs, fraternities and sororities, recreational facilities, rules and regulations, surroundings*

9. Time
   _____ *length of time to complete curricula. Is part-time possible?*

College	Location/ Setting	Type & Size	Cost Fin. Aid	Special Curricula	Tests/GPA Required	Subjects Required	(-) ( ) (+) Environment

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III. Narrow Your Choices

No college (nor type of college) is right for all students, but there are certain colleges that are right for you. Before narrowing your choices, you should answer some basic questions about yourself.

WHAT AM I ABLE TO DO?

_____

_____

_____

WHAT DO I WANT OUT OF LIFE?

_____

_____

_____

WHAT DO I NEED IN THE WAY OF TRAINING?

_____

_____

_____

NARROW your choices to 10-15 colleges and write for catalogs. When you have selected 3-6 colleges and have the results of one college admissions examination, consult your counselor.

LISTEN for announcements regarding visits of college representatives to your school and arrange to talk with a few. Attend the annual post-secondary education opportunities day held at school and talk with admissions personnel representing the colleges you are considering.

VISIT colleges (with your parents) during the summer months or preferably in the Fall of your senior year to gather first-hand information. Call for appointments ahead of time.

EVALUATE the institution as a place where you might eat, sleep and study for the next four years. Tour the facilities and inquire about the extracurricular activities, the personal services, and the school regulations. If the college is in session, visit a class, talk to students, observe campus behavior, and eat a meal in the dining hall. You will know from your experience on the campus whether that college is right for you. No amount of reading or discussing will tell you this.

SAMPLE LETTER TO COLLEGES

(your street address)
(your city, state, zip code)
(the date)

Director of Admissions
(name of college)
(address of college)

Dear Sir/Madam:

I am a junior (or senior) at _____ High School in Raleigh, North Carolina, and will be graduating in (*month and year*).

Please send me an application, a catalog, and other descriptive material that might help me in planning my future education. (*mention your career interest if you have one*)

I would appreciate receiving information and appropriate forms for scholarships and other types of financial aid. (*use this sentence if you need help with college expenses*)

Sincerely yours,

CHECKLIST FOR MAKING PLANS

- ☐ Think about preliminary criteria and your priorities.
- ☐ Make a college list that includes "safeties", "possibilities:, and "reaches"
- ☐ Star colleges where interviews are required or recommended
- ☐ Map out your itinerary.
- ☐ Check that the colleges are in session.
- ☐ Plan how and with whom you'll go.
- ☐ Keep college visits and school demands in balance.
- ☐ Arrange for high school absence and plan to make up missed work.
- ☐ Pack appropriate clothes for the interview.
- ☐ Write names and phone numbers of the college administrators you plan to see.
- ☐ Bring questions and be sure you have a pen and notebook with which to write important information.
- ☐ Take money for meals and any other expenses.
- ☐ Bring transcript in case admissions counselor requests it.

(Adapted from "College Planning: Making the Right Moves", Wake County Public School System)

College Information 1997-98

County Code	College Name	Location	In-State Tuition & Fees[1]	Room & Board	Average Combined SAT	% in Top 40 %	Total Student Enrollment
		Public 4-Year Colleges					
20	Appalachian State University	Boone	1,704.00	3,238.00	1076	82	12,108
81	East Carolina University	Greenville	1,832.00	3,830.00	1014	70	17,846
98	Elizabeth City State University	Elizabeth City	1,522.00	3,232.00	825	31	1,920
56	Fayetteville State University	Fayetteville	1,460.00	3,400.00	833	36	3,916
43	North Carolina Agricultural & Tech State University	Greensboro	1,622.00	3,850.00	928	47	7,468
60	North Carolina Central University	Durham	1,737.00	3,384.00	894	42	5,664
40	North Carolina School of the Arts	Winston-Salem	2,205.00	3,970.00	1139	65	771
59	North Carolina State University	Raleigh	2,270.00	4,410.00	1154	91	27,529
10	University of North Carolina-Asheville	Asheville	1,784.00	2,910.00	1150	91	3,179
61	University of North Carolina-Chapel Hill	Chapel Hill	2,173.00	3,826.00	1220	97	23,668
25	University of North Carolina-Charlotte	Charlotte	1,777.00	4,270.00	1015	77	16,370
43	University of North Carolina-Greensboro	Greensboro	2,019.00	3,766.00	1028	73	12,308
53	University of North Carolina-Pembroke	Pembroke	1,536.00	3,661.00	914	58	3,034
70	University of North Carolina-Wilmington	Wilmington	1,782.00	4,260.00	1080	84	9,176
06	Western Carolina University	Cullowhee	1,723.00	3,090.00	980	47	6,531
40	Winston-Salem State University	Winston-Salem	1,504.00	3,315.00	849	38	2,865
		Private 4-Year Colleges					
35	Barber-Scotia College	Concord	5,594.00	3,220.00	DNP	11	500
75	Barton College	Wilson	9,614.00	4,198.00	919	50	1,303
24	Belmont Abbey College	Belmont	11,034.00	5,666.00	996	52	902
43	Bennett College	Greensboro	7,615.00	3,375.00	DNP	DNA	617
08	Brevard College	Brevard	9,900.00	4,320.00	896	DNA	707
57	Campbell University	Buies Creek	10,003.00	3,610.00	1031	62	3,359
34	Catawba College	Salisbury	11,352.00	4,500.00	1003	49	1,307
80	Chowan College	Murfreesboro	10,760.00	4,170.00	919	46	755
25	Davidson College	Davidson	20,595.00	5,917.00	1317	99	1,623
60	Duke University	Durham	22,073.00	6,853.00	DNP	99	11,581
48	Elon College	Elon Collge	11,542.00	4,170.00	1074	71	3,685
17	Gardner-Webb College	Boiling Springs	9,620.00	4,630.00	998	67	2,932
43	Greensboro College	Greensboro	9,990.00	4,700.00	957	40	1,051
43	Guilford College	Greensboro	14,881.00	5,270.00	1133	65	1,402
43	High Point University	High Point	10,500.00	5,080.00	1000	62	2,743
25	Johnson C. Smith University	Charlotte	8,469.00	2,328.00	801	41	1,357
19	Lees-McRae College	Banner Elk	10,130.00	3,670.00	DNP	47	431
22	Lenoir-Rhyne College	Hickory	12,036.00	4,400.00	1003	65	1,616
34	Livingston College	Salisbury	6,950.00	3,700.00	DNP	DNA	906
09	Mars Hill College	Mars Hill	8,900.00	3,950.00	939	46	1,244
59	Meredith College	Raleigh	8,490.00	3,750.00	1048	81	2,552
56	Methodist College	Fayetteville	11,250.00	4,400.00	963	41	1,721
10	Montreat Anderson College	Montreat	10,042.00	3,940.00	DNP	50	1,021
73	Mount Olive College	Mount Olive	8,490.00	7,265.00	910	57	1,036
76	North Carolina Wesleyan College	Rocky Mount	7,680.00	4,830.00	916	37	858
00	Peace Collge	Raleigh	7,420.00	4,940.00	953	52	503
38	Pfeiffer College	Misenheimer	9,816.00	4,000.00	957	48	1,814
25	Queens College	Charlotte	12,980.00	5,600.00	DNP	72	1,652
52	Saint Andrews Presbyterian College	Laurinburg	12,215.00	5,300.00	990	DNA	477
59	Saint Augustine's College	Raleigh	6,472.00	4,088.00	753	19	1,639
40	Salem College	Winston-Salem	12,415.00	7,320.00	1067	91	1,002
59	Shaw University	Raleigh	6,304.00	4,052.00	DNP	DNA	2,327
40	Wake Forest University	Winston-Salem	19,450.00	5,948.00	1295	96	6,124
10	Warren Wilson College	Swannanoa	12,250.00	4,000.00	1119	67	731
36	Wingate College	Wingate	11,730.00	4,100.00	987	52	1,230

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Community Colleges

County Code	College Name	Location	In-State Tuition & Fees[1]	Total Student Enrollment
48	Alamance Community College	Haw River	280.00	3,137
37	Anson Community College	Polkton	280.00	1,179
10	Asheville-Buncombe Technical Community College	Asheville	280.00	4,093
89	Beaufort County Community College	Washington	280.00	1,273
55	Bladen Community College	Dublin	280.00	807
11	Blue Ridge Community College	Flat Rock	280.00	1,425
69	Brunswick Community College	Supply	280.00	751
21	Caldwell Community College and Technical Institute	Hudson	280.00	2,834
70	Cape Fear Community College	Wilmington	280.00	4,127
91	Carteret Community College	Morehead City	280.00	1,276
22	Catawba Valley Community College	Hickory	280.00	3,225
58	Central Carolina Community College	Sanford	280.00	3,057
25	Central Piedmont Community College	Charlotte	280.00	16,200
17	Cleveland Community College	Shelby	280.00	1,971
71	Coastal Carolina Community College	Jacksonville	280.00	3,374
98	College of the Albemarle	Elizabeth City	280.00	2,094
82	Craven Community College	New Bern	280.00	2,300
39	Davidson County Community College	Lexington	280.00	2,353
60	Durham Technical Community College	Durham	280.00	4,799
74	Edgecombe Community College	Tarboro	280.00	1,884
56	Fayetteville Technical Community College	Fayetteville	280.00	6,930
40	Forsyth Technical Community College	Winston-Salem	280.00	4,319
24	Gaston College	Dallas	280.00	3,621
43	Guilford Technical Community College	Jamestown	280.00	6,424
77	Halifax Community College	Weldon	280.00	1,315
07	Haywood Community College	Clyde	280.00	1,347
15	Isothermal Community College	Spindale	280.00	1,676
72	James Sprunt Community College	Kenansville	280.00	1,080
66	Johnston Community College	Smithfield	280.00	2,449
84	Lenoir Community College	Kinston	280.00	1,925
88	Martin Community College	Williamston	280.00	616
14	Mayland Community College	Spruce Pine	280.00	651
13	McDowell Technical Community College	Marion	280.00	1,076
26	Mitchell Community College	Statesville	280.00	1,530
45	Montgomery Community College	Troy	280.00	604
76	Nash Community College	Rocky Mount	280.00	1,830
90	Pamlico Community College	Grantsboro	280.00	162
62	Piedmont Community College	Roxboro	280.00	1,404
81	Pitt Community College	Greenville	280.00	4,683
44	Randolph Community College	Asheboro	280.00	1,438
46	Richmond Community College	Hamlett	280.00	1,138
80	Roanoke-Chowan Community College	Ahoskie	280.00	799
53	Robeson Community College	Lumberton	280.00	1,530
42	Rockingham Community College	Wentworth	280.00	1,721
34	Rowan-Cabarrus Community College	Salisbury	280.00	3,544
67	Sampson Community College	Clinton	280.00	1,068
50	Sandhills Community College	Pinehurst	280.00	2,430
54	Southeastern Community College	Whiteville	280.00	1,644
06	Southwestern Community College	Sylva	280.00	1,552
38	Stanly Community College	Albemarle	280.00	1,476
31	Surry Community College	Dobson	280.00	2,692
01	Tri-County Community College	Murphy	280.00	1,024
64	Vance-Granville Community College	Henderson	280.00	2,684
59	Wake Technical Community College	Raleigh	280.00	7,137
73	Wayne Community College	Goldsboro	280.00	2,617
18	Western Piedmont Community College	Morganton	280.00	2,293
28	Wilkes Community College	Wilkesboro	280.00	1,777
75	Wilson Technical Community College	Wilson	280.00	1,292

County Code	College Name	Location	In-State Tuition & Fees[1]	Room & Board	Average Combined SAT	% in Top 40 %	Total Student Enrollment
		Private 2-Year Colleges					
35	Cabarrus College	Concord	5,050.00	NA	958	71	173
65	Louisburg College	Louisburg	7,875.00	2,085	859	15	473
		Bible Colleges and Theological Seminaries					
25	East Coast Bible College	Charlotte	5,493.00	2,630	DNP	79	174
57	Heritage Bible College	Dunn	2,623.00	2,036	DNP	DNA	108
43	** John Wesley College	High Point	4,840.00	1,600	DNP	29	167
40	Piedmont Bible College	Winston-Salem	5,250.00	5,099	891	51	321
98	Roanoke Bible College	Elizabeth City	5,020.00	3,200	930	46	156
59	** Southeasten Baptist Theological Seminary	Wake Forest	1,360.00	1,056	NA	DNA	1,328
40	** Winston-Salem Bible College	Winston-Salem	1,350.00	750	DNP	DNA	26

Community Colleges tuition and required fees are per semester. Community College may charge up to $38.00 for fees each year, which is not included in this per semester cost. Private and Public 4-Year institutuions are per academic year (4 quarters).

** Room only, no board.

Taken from *Statistical Abstract of High Education in North Carolina*, 1997-98 published by the Planning Division of the Administration of the University of North Carolina, Chapel Hill, NC.

Facts Sheet for Financial Aid

FEDERAL

Program	Eligibility	Provides
Army and Air Force Reserve Officers' Training Corps Scholarship (ROTC) (AFROTC) Marine, Coast Guard *(Grant)*	High school graduates and college students enrolled in institutions with officer training programs Competitive based	Four year or less scholarship Provides tuition & fee costs and a book & subsistence allowance
Robert C. Byrd Honors Scholarship (formerly Federal Merit Scholarship) *(Scholarship)*	NC high school graduates accepted for college/university enrollment Competitive and merit based May attend any accredited U.S. institution	Four year award, renewable $1,500/year Equal number from each congressional district
Federal College Work-Study (FWS)	US citizen, enrolled part-time or more, at an approved post-secondary institution (undergraduate or graduate) Need based	Provides on and off campus jobs Minimum wages/8-15 hours/week
Federal Pell Grants (formerly Basic Education Opportunity Grants) (Grant)	Enrolled at least part-time at an approved post-secondary institution (undergraduate only) Need based	Annual award $4,500/year maximum in 1999-2000
Federal Perkins Loan (Loan)	US citizen, enrolled in undergraduate & graduate institutions Need based	A low interest loan $15,000 total undergraduate study or $30,000 for undergraduate and graduate study combined
Federal Supplemental Education Opportunity Grant (FSEOG) (Grant)	US citizen, enrolled in undergraduate institution Need based (exceptional)	Annual award Range $100-$4,000/year
Ford Federal Direct Student Loan (FDSL) (Loan)	US citizen, NC resident enrolled in eligible in/out-of-state participating institution	Annual award Low interest loan Variable rate not to exceed 8.25 percent

STATE

Program	Eligibility	Provides
Incentive Scholarship Grant Program for Native Americans (ISGPNA) (Grant)	NC resident enrolled in a UNC institution Member of a recognized Indian tribe Need based Renewable	Maximum annual award: full-time undergraduate -$700 full time graduate -$5,000 Proportional amounts for part-time
Freshman Scholars Program (Scholarship)	NC resident, HS senior enrolled at 1 of 5 UNC campuses Competitive based	Tuition, fees & books Non renewable
Incentive Scholarship Program (Scholarship)	NC resident, undergraduate enrolled at 1 of 6 UNC campuses Geographic & public service requirement Competitive based	Annual award up to $3,000 Renewable
Minority Presence Grant General Program I (Grant)	NC resident enrolled at a UNC institution where their race is in the minority (black & white students) Need based	Annual award amount varies with recipient need
Minority Presence Grant General Program II (Grant)	NC resident enrolled at UNC institution who are Native American or other minority Need based	Annual award amount varies with recipient need
NC Community College Scholarship Program (Scholarship)	NC resident enrolled at a NC community college Priority criteria	Annual award of $560 per year 620 awarded annually
NC Legislation Tuition Grant (NCLTG) (Grant)	NC resident enrolled full time at private NC institution Not need based	Annual award· Maximum $800/semester or $1,600/year 1998-99
NC Student Loan for Health, Science, and Mathematics (HSM) (Loan)	NC resident enrolled full time in institution offering accredited eligible programs Competitive and need based	Annual loan, renewable Maximum Range $3,000-$8,500/year/degree level Repay in service or cash

NC Teachering Fellows Scholarship (Scholarship/Loan)	NC resident enrolled at eligible NC institution Competitive based/recommendation	Annual loan, renewable for 3 additional years Up to $5,000/year 400 awarded annually
Nurse Education Scholarship Loan (NESLP) (Scholarship/Loan)	NC resident enrolled at eligible NC institution offering LPN or RN program Competitive and need based	Annual scholarship loan Range $400-$5,000 bachelor's level Range $400-$3,000 at LPN and ADN level Repay in service or cash
Nurse Scholars Program (NSP) (Scholarship/Loan)	NC resident enrolled in NC institution offering eligible nursing programs Competitive and merit based	$3,000 diploma/associate level $3,000-$5,000 bachelor's level 450 annual awards repay in service or cash
Prospective Teachers Scholarship Loans (PTSL) (Scholarship/Loan)	NC high school graduate enrolled in approved education program at post secondary institution Competitive	Annual award, renewable for 3 additional years Up to $2,500 annually Repay in service or cash
Rehabilitation Assistance for Visually Handicapped (Scholarship)	NC resident, enrolled full time at NC post secondary institution Legally blind with employment handicap and expectation for a job Need based	Covers tuition, fees, books, supplies, and reader services
Federal Stafford Loans (subsidized and unsubsidized) and Federal Plus (Loan)	US citizen, enrolled in eligible out-of-state or NC institution	Annual loan -variable interest rate Up to $2,625/first year undergraduate. Up to $3,500 second year, $5,500 remaining years
State Contractual Scholarship (SCSF) (Scholarship)	NC resident enrolled at least part-time at eligible NC private college or university	$900 per full time equivalent student is given to schools to be divided among needy students
NC Student Incentive Grant (NCSIG) (Grant)	NC resident enrolled full time at NC institution (as undergraduate) Substantial need based/ Pell Grant eligible	Annual award Average award $800

Vocational Rehabilitation Program (Grant)	NC resident, post-secondary applicants Mental or physical disability creating an employment handicap and expectation for gainful employment Need based	Varies based upon need and program type Individually designed program

College Vision

In 1996, the North Carolina General Assembly authorized the North Carolina State Education Assistance Authority to create and operate a parental savings trust fund. College Vision will allow parents to spread out over a period of years their payments for college. The parental savings trust fund is not a prepaid tuition plan, but rather a savings account with a loan option if educational costs exceed the accumulated savings plus interest earned. Families will be able to use the fund to pay for an education at any accredited public or private post-secondary institution inside North Carolina or outside of the state. Earnings on the savings accumulate free of taxes – when withdrawn, earnings are taxed for federal purposes at the beneficiary's rate, not the parents' rate. Earnings will never be taxed by the State of North Carolina. College Vision will be administered by College Foundation, Inc. For more information about this program, contact College Foundation, Inc. at (919) 834-2893 or 1-800-600-3453.

Source: NC State Education Assistance Authority. Look for publication, "Student Financial Aid for North Carolina, on web site at (*www.ncseaa.edu)*.

IV

JOB SEARCH

THE JOB SEARCH

The Employer's Perspective

Today there are often more qualified candidates than there are job openings. Employers can afford to be selective and they are less willing to take a chance on an applicant that appears to be marginal. There are considerable costs associated with the recruiting, selecting, hiring and training of new employees. Therefore, employers are being more careful about hiring decisions, taking longer to evaluate applicants while looking for the maximum skills they can hire for the wage they have to pay. This means that today's job seeker needs the best preparation possible for the job search.

Prolonged unemployment as a result of an unsuccessful job search is most often caused for the following reasons:

80% cannot identify skills
90% cannot answer questions
40% have poor appearance
85% don't spend enough time on the job search

Careful review and implementation of the following steps will help clients and students avoid these problems and conduct an effective job search.

Know the Product & Define Your Objective

•A job search is similar to a sales campaign only ***you*** are the product. Review your self-assessment summary and take stock of your strengths and weaknesses (preparing the resume will further your self-knowledge).

•Know what kind of work you want and will be most successful at doing - a targeted, focused job search will be more successful.

Organize the Campaign

•Conduct research to find out where the ***buyers*** are (industries and companies). Find out what the buyer's needs are (job and employment requirements). Continue gathering information until you uncover buyers who have needs (job openings or potential openings) that match your career goals.

•Research some more. This is the most important aspect of the job search. It involves trips to the library and accessing other sources of occupational and labor market information. It also involves developing and/or expanding information networks.

Conduct the Campaign

•Write an effective resume that highlights your qualifications and the type of work you want to do.

•Write cover letters for every resume sent out. Get the employer's attention by **individualizing** the letter to reflect their needs and how your qualifications meet those needs. Include knowledge of their company and why you would like to work there.

•Submit applications that have been filled out completely, neatly, thoroughly and by following the instructions exactly.

•Use a combination of job search methods; networking, direct application, want ads, private employment agencies, school placement office, employment service, on-line services, the internet, etc.

•Prepare your references. Call each person, ask them to be a reference for you and compile a list of contact information. Also include them in your network, ask them to keep you in mind if they should hear of any positions for you.

•Plan and practice job interviews. Review sample interview questions and prepare your answers. Practice your answers and model your nonverbal communication with a friend or counselor, videotaping is also an option.

•Interview. Be prepared, on time and dressed appropriately. Always carry an extra copy of your resume and a list of your references.

•Conduct follow-up. Write thank you notes to everyone you have interviewed with. Repeat the reasons you would like to work for the company and how they would benefit from having you as an employee.

adapted from: Workforce In Transition, NOICC/CDTI

JOB MARKET RESEARCH

After you have determined what you want to do you must find out where you want to work and what organizations or companies hire in your chosen field. Assessing the job market to find out where job opportunities exist is an integral part of the job search process. Below are a list of commonly asked questions about the job market and a list of resources where the answers can be found.:

- What companies are hiring?
- What is the average salary for someone with similar skills and background in the field?
- What are the growth industries in the geographic area of choice?
- Which industries most need people with the client's/student's skills and experience
- What are the major companies and the fastest growing companies in the area?

Resources:

Networking - Tell every one you know you're looking for a job. Ask about openings where your friends and relatives work. (see section on networking)

Classified Ads - Reviewing the classifieds, you can determine which companies are hiring salary ranges, and the types of jobs that are in highest demand

Local Newspaper - Read the business section on a regular basis for articles describing expansions, new product announcements, and companies relocating into the area.

Chamber of Commerce - The local Chamber publishes lists of the area's major companies, their addresses, telephone numbers, number of employees and products or services.

Employment/Temporary Agencies. Working as a "temp" will get you into different companies to see what they are like. Often people are offered permanent positions after a brief (or even lengthy) temporary assignment. In addition to for profit employment agencies, the **Employment Security Commission** has a job service with on-line listings of job openings.

Job Hotlines and Electronic Bulletin Boards. Many companies and government agencies have job hotlines. The number of on-line listings are increasing daily,(see the section on ***Job Hunting on the Internet***, for more detailed information).

Professional and Trade Associations - The yellow pages and professional directories lists names and numbers of professional associations. Many hold regular meetings, list employment openings, and serve as excellent networking sources.

Business Publications and Directories - These resources can tell you a great deal about companies, industries, and the job market. You can find many of these resources in your local library, generally in the reference or business section. The reference or business reference librarian can provide you with assistance.

Local Phone Book - Check for listings of companies in your field, or any related organizations offering a product or service to those companies.

Private Employers - Contact employers directly to market your job talents. Talk to the person who would supervise you even if there are not jobs currently open *(see section on networking)*.

Federal, State and Local Government - Look for personnel office lists of job opportunities. Check the government listings in your phone book.

Apprenticeship Programs - Ask for information on job opportunities. Contact the state apprenticeship division directly.

Government Sponsored Training Programs - Gain direct placement or short-term training and placement if you qualify. Check the yellow pages under Job Training Programs or Government Services.

Community Colleges and Trade Schools - Placement counselors have information about the demand for certain occupations and local job postings.

Visit Your Local Public Libraries - Check for directories of company listings and job announcements

Take a Drive - Whether you are relocating or remaining in the same geographic area, simply taking a short drive through nearby industrial parks, shopping centers and office complexes may yield useful information. Take note of company names and contact suitable companies at a later date.

JOB SEARCH STRATEGIES

Using a combination of job search strategies is essential for a successful job search campaign, but some methods are more effective than others. The more effective methods should take up a larger percentage of the job seekers time. The following findings reported by the Department of Labor indicate the most effective methods:

48% of job holders found their jobs through friends or relatives
24% found their jobs through direct contact with employers - calling or going to them and applying for positions
13% used a combination or other methods
6% through school placement offices
5% through classified (help-wanted) ads
4% used public or private employment agencies

Experts in the field of employment and job placement find consistent evidence that networking is the most successful method of job seeking followed by direct contact with companies, employment agencies, and answering newspaper ads.

NETWORKING

Networking is the most effective job search method, but it will require a lot of effort and time, (about 75% of your campaign) in order for you to reap any of its benefits. Networking is like planting a vegetable garden, first you must plant and cultivate before you can harvest.

1. Identify your network. Use the networking map on the following page to list as many people you can. Don't forget neighbors, former employers, co-workers, classmates, religious affiliates, store clerks, etc.

2. Select the most promising contacts. People in your network who can give you the information, resources and support you need to help you with your job search. Plan to call them (or write) to see if you can arrange a meeting. (Use the script in this section to help you prepare.) Specify that you will only need 15-20 minutes of their time. Ask them for information about:

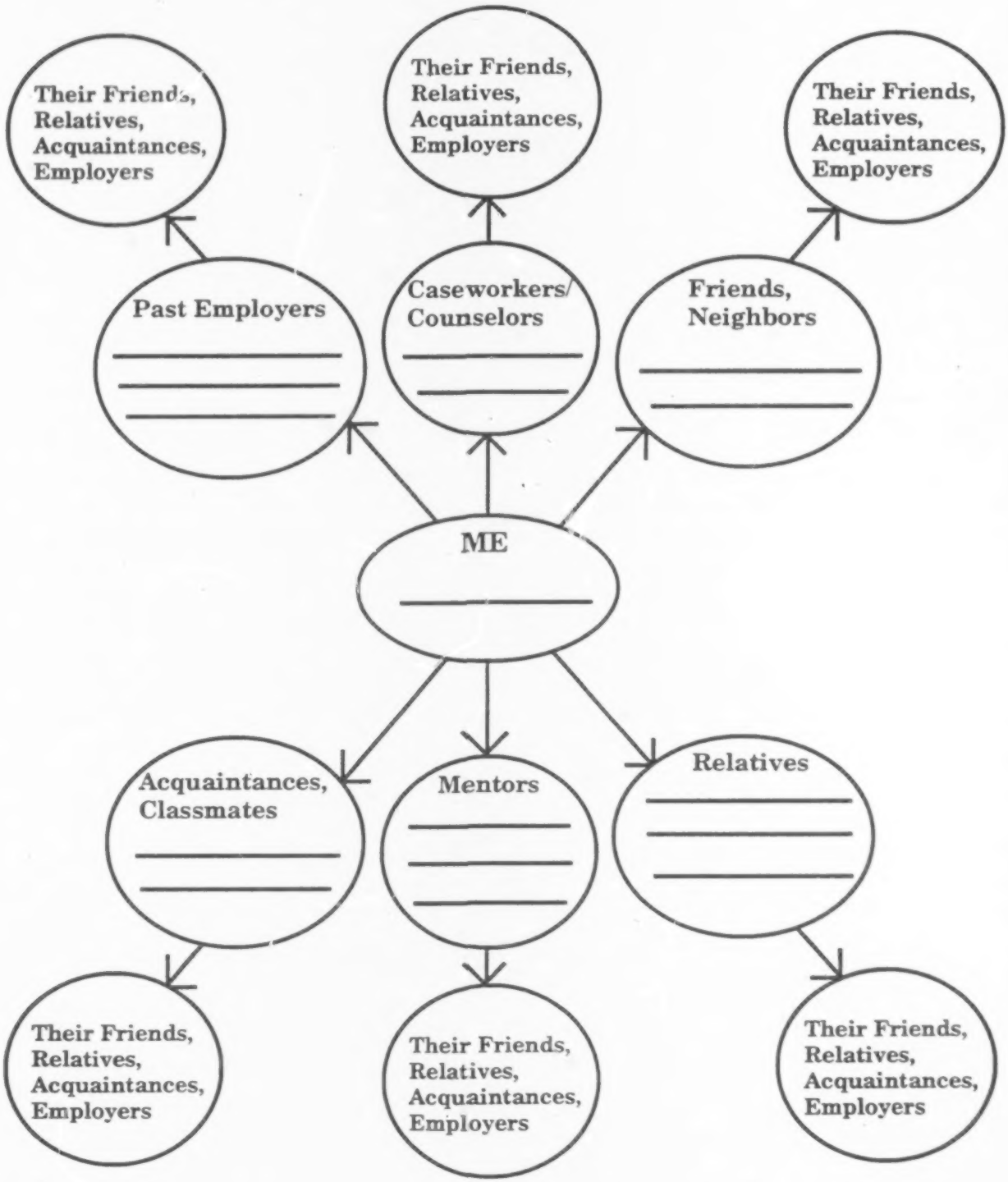
- Companies that employ people with your skills
- Leads to any possible openings
- Other people to contact that may have information, resources or support for you (your goal is to get 2-3 more names.)

3. Follow-up. Keep careful records of all the people you contact and always send a thank you note acknowledging any information you have gotten. Contact every lead you are given and keep in touch with all your contacts periodically (once a month to inform them of your progress and keep you on their mind).

4. Expand your network. Continue to generate a list of people who you can contact. Use meetings and conferences, professional associations and social gatherings to add people to your network map. You may need to directly contact people without a referral from someone in you existing network. If so, collect names from newspaper articles, company directories, phone books, trade journals and company brochures. Use the steps for conducting information interviews for these contacts. (See the section on interviewing.)

Activity 17. Networking Map

Directions: Fill in the circles with names of friends, acquaintances and past employers in appropriate places. Start in the center with "ME".



Activity 18. Telephone Script for Networking Contact

Directions: Prepare a script for a networking call using the steps below.

Preparing for the networking call, using the steps below.

It is very important to be prepared for each contact that you make. Prepare a script that explains the purpose of your call and identifies your referral source. Practice it a few times prior to your actual phone call. This will ease your anxiety and increase your comfort level in talking to a variety of people. Some suggestions follow.

STEP 1. Make the phone call. Stand up and smile- your voice will carry stronger. Let the person know immediately who referred you to him/her. Use all positive words, such as "I hope this is a good time", **Not** "is this a bad time, are you too busy".

STEP 2. Present a 2 minute commercial about yourself. It should contain the following highlights:

- Your name- who you are
- Your career goal- occupational area you are interested in pursuing
- Your current situation- seeking employment, recent graduate in (state the program or certification)
- Your strengths, qualifications, special skills- I am very good with details, customer service, etc.

Example: Mr. Turner my name is _____, Jim Johnson with Federal Bank & Trust suggested that I call you. I hope I am reaching you at a **good** time. I have recently finished training and updating my skill through the community college programs in data entry, accounting software, and various other computer programs. I am looking for a full time job and could use some **ADVICE** in my job search.

STEP 3. Ask for an appointment. More will be gained if you can get a face to face networking interview.

Example: May I have about 20 minutes of your time later this week at your convenience? I would really appreciate it.

STEP 4. At the interview be sure you have prepared questions for the person. Be able to state your skills and abilities and ask for names of people (get at least 2-3 names) or companies that could use a person like you. Ask if he/she knows of any new industry, or an existing industry that is expanding and needing additional workers. Show the person your resume and ask his/her advice on the resume.

STEP 5. Thank the person at the end of the interview and also send a written thank-you note. Keep the person informed about any new possibilities and prospects in your job search.

Contacting a person without a referral from someone else may go something like this:

Hello, Mr. Rudolph, my name is Ed Smith. I noticed your promotion to regional manager for technical services mentioned in last weeks paper, congratulations. I thought you would be an excellent person to give me some advice. I just recently graduated with an Associates Degree in Electronics Engineering and I'm in the process of doing some research regarding the type of work I'd like to do. Would it be possible to have 15 minutes of your time so that I could ask you a few questions?.....

These interviews are similar to those discussed in the section on Career Information Interviews. They can be arranged at your contact's place of work, during lunch, morning coffee or after work. If your contact seems hesitant to meet face to face, ask if they could spend a few minutes of time talking with you on the phone.

PEOPLE SKILLS NECESSARY FOR NETWORKING

Assertiveness - Take responsibility for getting what you want and not apologizing for asking for help. Remember, networking is a two way street of people sharing what they have to meet mutual goals.
Excellent Listening Skills - Most of your networking will require listening for information and answers. Good listeners have good connections.
Asking Good Questions - Good questions indicate good listening skills. They give people a clear understanding of what you want from them and demonstrate good thinking skills.
Presenting Yourself Attractively - Communicate confidence and self-assurance.

ANSWERING HELP WANTED ADS

In responding to ads, consider the following:

Consistently check the Sunday classified section. But remember there are a number of other sources:

daily newspapers
professional or trade publications
school/university job listings
community bulletin boards
government publications
business papers in your area

Choose the right ad. Even if you are missing one qualification in an ad that interests you, apply anyway. You may possess the most critical qualification. But be close, it is a waste of time and money to apply for jobs you are not qualified for.

Follow-up. Whenever possible, follow-up with a phone call within a week. This follow-up reminds the hiring authority who you are and strengthens your interest.

THE DIRECT APPROACH

This method is not to be confused with mass mailings. Instead you will be contacting companies that you have targeted as having a need for your qualifications.

1. Make a list of targeted companies. You will generate this list based on your job market research, companies you know about, and/or companies you have learned about through your network. Your targeted list should have 10-15 company names at all times.
2. Send a cover letter to the company. Address the letter to the department where your job target is located. Try to obtain the name of the person who makes hiring decisions.

In this strategy, you may be told there are no current openings. All is not lost, an opening may develop in the future. Keep in touch periodically. You should also ask if they know of any other companies that might be in need of your qualifications.

Activity 19. Reading the Classified (Want) Ads in a Newspaper

Directions: Match the following abbreviations with the correct word it represents.

ABBREVIATION	WORD
1. appt.	___ a. words per minute
2. w/	___ b. temporary
3. p/t or PT	___ c. required
4. avail	___ d. preferred
5. nego	___ e. part-time
6. temp	___ f. negotiable
7. med	___ g. manufacturing
8. ben or bene	___ h. high school graduate
9. wpm	___ i. experience
10. hs grad	___ j. Equal Opportunity Employer
11. ass't	___ k. benefits
12. sal	___ l. assistant
13. req	___ m. appointment
14. pref	___ n. company
15. EOE	___ o. excellent
16. co	___ p. hours
17. exp	___ q. medical
18. hrs.	___ r. morning/afternoon/evening
19. mfg	___ s. office
20. exc	___ t. position
21. pos	___ u. available
22. morn/aft/eve	___ v. salary
23. ofc	___ w. with
24. ref	___ x. references

READING CLASSIFIED ADS

A careful reading of classified ads will help you focus on the jobs you want as well as the jobs for which you have the best chance to be hired. Below are two classified ads. Read the ads and then answer the questions about them.

#1- TYPIST (5) Immediate work. Needed 6 weeks for project near downtown area, 45 wpm, Exc hourly wages. Call Don 372-0010

#2- Reception- typing law firm, Pleasant bright person, must enjoy public contact. Excellent telephone skills and good eye for detail. Exp. preferred. Call 275-0400

1. Which ad is looking for more than one person?_____
2. If you were looking for a long term position, which job would you **not** apply for?____
3. Which job requires experience?____
4. Which job specifies typing requirement?_____
5. Which job is more suited for an outgoing extroverted type of person? _____

Activity 20. Sample Employment Application

Directions: Read the application tips listed in Career Choices. Fill out the application below according to the tips given in the article.

Application for Employment

Social Security Number _____ - _____ - _____

Name: | Phone Number:

Address:

Referred By:

Employment Desired

Position | Date You Can Start | Salary Desired

Education

	Name and Location of School	Circle Years Completed	Did You Graduate?	Degree(s), Major/Subject	Date
High School		1 2 3 4	☐ Yes ☐ No		
College or Business School		1 2 3 4	☐ Yes ☐ No		

Special skills or courses taken:

Previous Employers (starting with most recent employment)

Current or Last Employer | Supervisor

Address | Phone No.

From (Month, Year) | To (Month, Year) | Ending Salary $

Job Duties:

Employer | Supervisor

Address | Phone No.

From (Month, Year) | To (Month, Year) | Ending Salary $

Job Duties:

Employer | Supervisor

Address | Phone No.

From (Month, Year) | To (Month, Year) | Ending Salary $

Job Duties:

References

Name	Address	Phone No.	Years Known

The statements above are true to the best of my knowledge. I understand false information given on this form could be cause for dismissal.

Date Signature _____

BEST COPY AVAILABLE

Activity 21. Company Research

Finding out about specific companies is important for finding job opportunities, but it is also important to become thoroughly acquainted with a company before submitting a cover letter, resume, application and especially before an interview.

A visit to one of the area's regional libraries and its reference librarian is the best method for locating most of the information you'll need. Another excellent research option is to contact a company directly, either the public relations, investor relations or public affairs departments and asking for any written materials they may have on the company.

Directions: Record below information about a company or business you are interested in.

1. Company Name: _____

2. What does the firm do: _____

_____

3. How did the business get started and when? _____

_____

4. How many employees does the company have? _____

5. What are its products or services? _____

6. What are the entry level positions in your career field? _____

_____

7. What is the starting salary for these full time entry level positions? _____

8. What are the chances for advancement within the department, the company? _____

_____

9. What benefits does the company offer? _____

_____

10. Name of owner, manager and/or personnel representatives? _____

11. What kind of challengs or problems does the company face? _____

_____

12. Any other information you have acquired: _____

_____

USING THE INTERNET IN YOUR JOB SEARCH

WHY?

- There are hundreds of jobs "out there" that may or may not be listed elsewhere.
- Increases your "network" of people willing to give you leads and advise you in your job search.
- Ability to send your resume electronically - saves time, postage, etc.
- Ability to research potential employers and companies in order to be better prepared for interviews and determining companies for which to work.
- Obtain job hunting information and advice.

WHAT DO I NEED?

Besides the obvious; computer, modem, and telephone line, you will need software to communicate with a remote computer system as well as an account consisting of a User ID and Password on the remote system.

HOW?

There are several ways to connect to the Internet. Various commercial services, such as CompuServe, America On-Line, Prodigy and Genie provide Internet access. In addition, you can use an Internet Service Provider (ISP) such as MindSpring, InterPath, and AT&T. Commercial services charge a basic rate that includes some number of hours. You pay additional charges for any hours over what is included. Most ISP's offer plans that include unlimited access.

WHERE SHOULD I LOOK?

The World Wide Web (WWW) is in practice, a vast collection of interconnected documents.

To access the web, you run a browser program. The browser reads documents, and can fetch documents from other sources. Information providers set up hypermedia servers which browsers can get documents from.

The browsers can, in addition, access files by FTP (File Transfer Protocol), NNTP (the Internet news protocol), gopher and an ever-increasing range of other methods. On top of these, if the server has search capabilities, the browsers will permit searches of documents and databases. One very popular Web site, Yahoo, (www.yahoo.com) maintains links to thousands of sites and allows searching using a variety of search tools.

The documents that the browsers display are hypertext documents. Hypertext is text with pointers to other text. The advantage of hypertext is that in a hypertext document, if you want more information about a particular subject mentioned, you can usually "just click on it" with the pointers to read in further detail. In fact, documents can be and often are linked to other documents by completely different authors — much like footnoting, but you can get the referenced document instantly!

JOB SEARCH ON THE INTERNET

Many sites offer job listings, career information and resume tips. Keep in mind that addresses change, so be flexible as you explore.

Career Mosiac — **www.careermosaic.com**
Job listings, employer files, on line job fairs, job hunting and resume tips.

Career Magazine — **www.careermag.com**
Job listings, employer profiles, news articles, discussion groups.

ESPAN — **www.espan.com**
Job listings, resume postings, career fairs, salary guides, related articles.

Online Career Center — **www.occ.com/occ**
Job and resume resources maintained by a non-profit employer association.

The Monster Board — **www.monster.com**
Job listings of over 48,000 jobs in all fields, accepts resumes and applications.

Career Path — **www.careerpath.com**
Jobs listings from six city newspapers: The Boston Globe, Chicago Tribune, Los Angeles Times, San Jose Mercury Nes, Washington Post.

America 's Job Bank — **www.ajb.dni.us/ajb/**
Links state employment offices all over the United States.

MedSearch America — **www.medsearch.com**
Focuses on the health care industry. Contains detailed employer profiles, job listings, resume postings, industry and career resources.

NC Employment Security Commission — **www.esc.state.nc.us**
Applications for state jobs are available here on line.

NC State Government — **www.sips.state.nc.us**

For more web sites on the internet, see the "Additional Resources" section of the User's Guide.

RESUMES

A resume is one the most important tools in your job search. Its purpose is to entice the employer to call you in for an interview. Resumes are sent in response to classified ads, delivered to targeted employers, given to people in you network, submitted to employment agencies, and attached to your job applications. They often give the potential employer their first impression of you, so make it a good one!

A Good Resume:

- Is perfect
- Is short, concise and specific
- Emphasizes accomplishments and achievements
- Highlights skill, strengths and background related to the job target
- Emphasizes results and benefits to the employer
- Lists your education, training, and work experience
- Is targeted to the type of position you are applying for

GENERAL DO'S AND DON'TS

DO'S	DON'TS
Be concise, accurate, positive	Lie or exaggerate
List your most recent job first	Include salary history
Stress skills, accomplishments	Use pronouns, abbreviations
Use action verbs	Overdo use of bold & italics
Make resume attractive and easy to read	Use small type, overcrowd margins
Have someone proofread before mailing	Include references
Print on resume quality paper	Include personal information

References are usually left off resumes unless you are instructed to include them for a job fair.

Have references available on another typed sheet of paper for the interview- at least three people, not relatives, that have recognized your skills, accomplishments or personal qualities.

"References furnished upon request" is no longer necessary on bottom of resumes. It may be eliminated especially if space is needed for pertinent information.

There are different resume formats. Not one resume format or style is appropriate for all job seekers. Select the style and format which best markets and sells your skills and qualifications to the most employers.

Always include a cover letter (see pages to follow) with a resume.

DEVELOPING A CAREER OBJECTIVE

"A resume without an objective is like a book without a title", states Jay L. Stahl, managing director of Right Associates in Raleigh, NC.

By trying to keep many career options open and not using an objective, clients/students may give the message to employers that they are not focused, do not have any goals and diminishe the possibility of being called for an interview.

Seniors attending job fairs or looking for full time employment need to design a resume, including a career objective, that is flexible to entice the varied employers who attend, while giving a statement ofthe strengths he/she has to offer. This can be done as follows:

A CAREER OBJECTIVE HAS THREE KEY PARTS:

1. Level of position for which one is applying.
   For high school students this primarily will be "entry level positions".
   Example: CAREER OBJECTIVE: Obtain an entry level position...

2. Type of business, industry or career area sought.
   Keep this generic, such as manufacturing, construction, health or human services, sales, etc.
   Example: CAREER OBJECTIVE: Obtain an entry level position in the hospitality industry....

3. State the major strengths you have to offer this employer.

Be sure there are examples of these strengths in the resume either as a volunteer, club activities, or work experience.

The career objective is the first part of the resume the interviewer will see. It can start the interview process with a focus.

EXAMPLES OF CAREER OBJECTIVES FOR HIGH SCHOOL STUDENTS:

- Obtain an entry level position in a business or industry using my strengths in clerical procedures and customer contacts.

- Obtain an entry level position in an industrial or manufacturing environment using my excellent mechanical abilities and warehouse experience.

- Obtain an entry level position in a health or human services facility using my strengths with individual care and personal attention to needs of others.

SUMMARY STATEMENTS

One very good way of getting an employer's attention when reviewing your resume is to include a summary statement. Summary statements follow the career objective and can be used with any resume format. It is an overview of what you have to offer. Like the objective it is optional, but strongly recommended. Summary statements contain the following.

- Years of experience (could include education/training experience)
- Type of environment worked in
- Areas of specialty(education or training can be substituted for lack of experience)
- Brief description of your most relevant business characteristics(self-management skills)

Here are some sample summary statements:

Two years experience in clerical support and data entry, with customer service division of a midsize employer. Dependable and conscientious with the ability to get the job done with minimal supervision. Committed to cooperative teamwork. Experience working with the public.

A different format would be to simply list your qualifications:

- Enjoy detailed work and exhibit initiative, creativity and resourcefulness.
- Able to utilize organizational and problem solving skills.
- Reliable, efficient and capable of completing a variety of tasks.
- Good team player, work well with all kinds of people.

Note: *Be sure to back up your statements with facts about your job responsibilities and accomplishments in the body of your resume.*

THE CHRONOLOGICAL RESUME

The chronological resume emphasizes work experience. It is the preferred style of resumes by employers because it enables them to quickly match your previous work experience to their immediate needs. It can be used by recent graduates to show their part-time, co-op, and summer employment as relevant work experience.

Writing a Chronological Resume:

- Use a career objective to market your strengths and skills without limiting your options. See p. xx for more information on career objectives.
- Use a summary statement, 3-4 statements about who you are, your experience and credentials.
- Start with your most recent position and work backward. Give the name of the company, city, state; job title, major duties and accomplishments.
- Keep your job objective in mind and emphasize the duties and accomplishments that publicizes your strengths and for which the employer is looking.
- Use action verbs to start each phrase or sentence.
- Use lists preceeded with bullets for easier reading.
- If you have completed a relevant course or received a diploma/degree in the last five years, it should go at the top of the resume; otherwise education should be listed at the bottom. Keep the length of your resume to one page, two at the maximum. If you use a second page, be sure to type your name on the top of page 2.

CHRONOLOGICAL FORMAT

NAME - State full name, type in bold and use a large type
STREET ADDRESS
CITY, STATE, ZIP CODE
(AREA CODE) TELEPHONE NUMBER

OBJECTIVE - indicate the position or general type of job you are seeking.
SUMMARY STATEMENT -(optional)
EDUCATION - if you are a recent graduate, place your education here, list your diploma, degree, certificate, name of school and location, relevant courses (may be a separate section). GPA may be appropriate.
WORK EXPERIENCE - list each job separately starting with your present job or most recent job first, state your position, major responsibilities, duties and accomplishments.
SKILLS - list relevant skills. Skills include the machines you can operate, computer hardware, software in which you are competent. Examples: operate a cash register, copier, fax machines, IBM computer, Macintosh computer, Word Perfect.
ACTIVITIES - extra curricular activities, community activities are all appropriate if space permits and if relevant to your job objective.

See sample chronological resume.

THE FUNCTIONAL RESUME

The functional resume organizes your experience by areas of skills, avoiding a strict reliance on chronology. Functional titles or skill clusters are used or organize your skills from various places of employment, volunteer or educational experiences. The functional resume is an excellent tool for career changers, job seekers re-entering the job market after a period of not working and for students finishing a degree or program area which qualifies them for work differing from their previous employemnt.

Writing a Functional Resume:

- Determine the functional titles that best describe your skill area and are most closely related to your job target.
- Include summary statement.
- Within each functional area stress your accomplishments, results or abilities.
- Include all relevant accomplishments without identifying the place of employment or voluntary situation in which it took place.
- List your education, relevant courses or degree at the top of the resume if it was completed within the last five years.
- List work experience at the bottom, giving dates, company name and title.
- Keep length of resume to one page, two maximum. If using a second page, type your name only on upper corner of second page.

FUNCTIONAL FORMAT

NAME- type full name in large type
STREET ADDRESS
CITY, STATE, ZIP CODE
(AREA CODE) TELEPHONE NUMBER

OBJECTIVE - although optional, either career highlights or objective gives reader the messages of your career goals and your focus.
SUMMARY STATEMENT -(optional)
EDUCATION -if you are a recent graduate, place your education here, list your diploma, degree, certificate, name of school and location, relevant courses and GPA (optional).
FUNCTIONAL TITLE (S) - Select two or three skill areas in which you are interested. Examples: Customer Service, Sales & Marketing, Office Technology, Graphics & Design, Medical Services, Food Service, Hospitality, Horticulure,etc. List them in order of your interest and skill level. State accomplishments or qualifications you have under each title.
WORK EXPERIENCE

date	job title	company name, city, state
date	job title	company name, city, state
date	job title	company name, city, state

See sample Functional Resume.

THE ELECTRONIC RESUME

The electronic resume will be read (scanned) by a computer and placed in a database. The format may be chronological or functional. It must contain keywords and a keyword summary. Keywords are **nouns** that state your job title, duties and accomplishments. The keyword summary should contain the targeted job title and alternative labels, as well as previous job titles, skills, software programs, and language known to the particular industry, profession or occupation. It is important to note the resume will be read by a computer first, and a human second. If it does not contain the "keywords" the employer has requested the computer to search, it will not be seen by a human hiring professional. See the following pages for sample keywords.

Writing an electronic resume:

- Choose the most likely keywords and arrange them in an appropriate order.
- Use the typeface most easily read by a computer: Helvetica, Times Courier and a font size between 10-14 points (name should be 14).
- Avoid italics, script, underlining, graphics, shading, boxing, vertical and horizontal lines, columns- the computer can difficulty reading these. Bold type and solid bullets are OK.
- Use smooth white paper (8 ½ x 11), black ink with laser quality print.
- Use abbreviations carefully.
- Avoid stapling or folding the resume and cover letter. Words in the fold may not be scanned correctly. Provide sufficient white space.

ELECTRONIC FORMAT

NAME- Large print, bold without any fancy layouts
STREET ADDRESS
CITY, STATE, ZIP CODE
AREA CODE TELEPHONE NUMBER- To ensure separation of words and categories, leave plenty of white space instead of parentheses. Example: 919 772-5555.
OBJECTIVE- optional, unless applying for specific job title an employer is seeking
KEYWORD SUMMARY- approximately 25 words that best sell you stated in nouns. Include job title, duties, skills, and interpersonal traits.
EDUCATION- if you are a recent graduate, place your education here, list your diploma, degree, certificate, name of school and location, relevant courses. GPA is optional.
SKILLS- relevant to job objective not previously stated in Keyword Summary. May include transferable, technical and computer skills. Bulleted single column list scans the best.
WORK EXPERIENCE- list each job separately starting with your present job or most recent job first, state your position, major responsibilities, duties and accomplishments.
ACTIVITIES, HONORS, AWARDS- extra curricular activities, community activities, sports, etc. are appropriate if space permits and is relevant to your job objective.

See sample electronic resume.

from: Electronic Resume Revolution by Joyce Lain Kennedy and Thomas Morrow, John Wiley & Sons, 1994

Activity 22. Resume Worksheet

Directions: Before writing your resume, fill out this worksheet and use this information to write your own resume.

Name _____

Address _____

City, State, Zip Code _____

Telephone Number (xxx) xxx-xxxx _____

Objective _____

Summary Statement _____

Education

_____

_____

Vocational/Relevant Courses

_____

_____

_____

Skills

_____ _____

_____ _____

Work Experience (2 or 3)

Date: _____

Company Name:_____City: _____State: _____

Job Title: _____Duties: _____

Accomplishments/Special Awards

_____

References: (2 or 3) Name: _____Title: _____ Address: _____

Phone No. _____

References should be put on separate sheet.

CHRONOLOGICAL RESUME SAMPLE

AMY CARTER SMITH
4919 Harrison Ave.
Maryvale, North Carolina 21011
(919) 230-3333

OBJECTIVE

Hotel or restaurant management trainee

SUMMARY STATEMENT

Four years experience in all aspects of restaurant business. Possess excellent customer service and organizational skills. Dependable, conscientious and able to handle a variety of tasks simultaneously.

WORK EXPERIENCE

Percy's Restaurant 1990 - 1996
Restaurant Hostess 1993 - 1996

- Greeted customers quickly and assigned them to appropriate section.
- Handled customers' questions, complaints and inquires to assure customer satisfaction.
- Assisted wait staff with necessary duties to increase table accessibility and turnover.
- Handled cashier's duties of processing charges, direct billings and cash sale.
- Reconciled cash register at closing of restaurant.
- Audited supply reported and customers record for accuracy.

Wait staff 1990 - 1992

- Greeted assigned customers with enthusiasm and communicated daily specials, house specials and specific requests to over 75 individuals daily.
- Handled banquet room including set up of food and beverage tables, waited on customers per detailed instructions, and provided hospitality as requested.
- Performed routine kitchen duties including assist with specialty chefs, dishwasher and bus crew as needed.

EDUCATION

Taylor Community College
Continuing Education Courses in Hospitality, Business Management, Supervision, 1990

FUNCTIONAL RESUME SAMPLE

DOUGLAS R. JONES
425 Murphy Road
Goldstown, North Carolina 23211
(704) 234-5555

OBJECTIVE

Position in a business office utilizing my strengths in customer service, computer knowledge and accounting.

EDUCATION

Williams High School
Diploma, 1994
Continuing education courses through area technical centers in: DOS, Windows, Word for Windows, Excel and Lotus

CUSTOMER SERVICE

- Handled retail and food service customers for four years with speed and accuracy
- Awarded employee of the month for outstanding service and excellent attendance

OFFICE TECHNOLOGY

- Demonstrated skills and competency in clerical procedures through work and training including:

Typing	Billing	Record keeping
Filing	Fax	Shipping materials

- Handled variety of office duties including receptionist, data entry, multi telephone lines

ACCOUNTING

- Ordered, stocked and distributed office supplies for entire company
- Assisted controller in general ledger, payroll, accounts receivable/payable
- Distributed accounting reports to all department managers on time

EMPLOYMENT HISTORY

1995 - 1997	Counter sales	R & B retailers
1993 - 1995	Office assistant	Goodsons Rental Properties
1991- 1993	Cashier, wait staff	Crossroads Restaurant & Grill

COMBINATION RESUME SAMPLE

WILLIAM SMITH*
1710 Miller Road
Langton, MI 48880
(615) 555-6789

CAREER OBJECTIVE

Electronics Technician

EDUCATION

Associate Degree, Applied Science, Electronic Technology with Digitial Emphasis. Lansing Community College, Lansing, Michigan. June 1990

SKILLS AND ACCOMPLISHMENTS

ANALYZED AND REPAIRED circuit boards and electrical machines in 200 hours of laboratory time. Hands-on experience required the application of classroom theory.

DESIGNED AND CONSTRUCTED complete working model of conveyor supply line. System worked with 100 percent accuracy. Received one of the highest grades given for this project.

OPERATED TEST EQUIPMENT set-up and used oscilloscopes, multimeters, ohmmeters, volmeters, and automatic testing machines.

TECHNICAL REPORT WRITING skills developed in class on co-op experience. Able to express complex subject matter in understandable terms.

MATH AND ANALYTICAL skills learned through analytic geometry and calculus.

EXPERIENCE

ELECTRONICS TECHNICIAN, ABC Electronics, Langton, Michigan (1987-89). Employed through student cooperative education program for three terms. Received grade of A from employer each term.

RADIO REPAIRMAN, Jones Radio Repair, Langton, Michigan (1987-89). Reached through student cooperative education program for three terms. Received pay raises based on performance.

OTHER

Excellent set of working hand tools. Good hand-eye coordination; able to manipulate small objects effectively.

REFERENCES

Available upon request.

adapted from *Accept the Challenge: Job Search Guide*. Lansing, MI: Employment Placement Services, Lansing Community College, 1985, p. 25. Used with permission.

ELECTRONIC RESUME SAMPLE

Kathy S. Reston

2457 Lakemont Drive
Raleigh, NC 27810
(919) 733-6456

OBJECTIVE: Drafter

KEYWORDS

Blueprint. Proces Flow Diagrams. Drafting, Instrumentation Diagrams. Intergraph Microstation 3.0. Harvard Graphics 3.0. Quattro Pro. Lotus 1-2-3. MS Excel. Document Control files. Structural. Engineering. Electrical. Civil.

DRAFTING SKILLS

- Process Flow Diagrams
- Piping and Instrumental on Intergraph Microstation 3.0
- Charts and graphs using Harvard Graphics 2.6 and 3.0 software
- Charts on Lotus 1-2-3 and MS Excel
- Document Control files and documentation on Word Star 6.0 and PerForm software
- Maintain bills of material using Quattro Pro software

WORK HISTORY

Drafter	Raleigh Blueprint & Design Raleigh, NC	1990-1995
Drafter	Edwards Engineering Greenville, NC	1988-1990

EDUCATION

Wake Technical Community College, Raleigh, NC.
1988 Associate of Applied Science Degree.
Major: Mechanical Engineering Technology

RESUME WORD LIST

ACTION VERBS THAT DESCRIBE YOUR FUNCTIONAL SKILLS

Acted	Calculated	Decided	Evaluated	Governed	Investigated	Monitored
Adapted	Chartered	Defined	Examined	Guided	Judged	Met
Addressed	Checked	Delegated	Expanded	Handled	Kept	Modeled
Administered	Classified	Delivered	Experimented	Headed	Learned	Observed
Advised	Coached	Designed	Extracted	Helped	Lectured	Obtained
Allocated	Collected	Detected	Facilitated	Identified	Led	Offered
Analyzed	Communicated	Directed	Filed	Illustrated	Lifted	Operated
Approved	Compared	Documented	Financed	Imagined	Listened	Ordered
Arranged	Completed	Drove	Fixed	Implemented	Logged	Performed
Ascertained	Computed	Dug	Followed	Improved	Made	Received
Assisted	Conceived	Edited	Formulated	Improvised	Maintained	Taught
Attained	Coordinated	Eliminated	Founded	Increased	Managed	Utilized
Audited	Copied	Empathized	Gathered	Indexed	Manipulated	Volunteered
Brought	Counseled	Enforced	Gave	Initiated	Mediated	Worked
Budgeted	Created	Established	Generated	Inspected	Memorized	
Built	Dealt	Estimated	Got	interpreted		

SKILL VERBS THAT DESCRIBE YOUR FUNCTIONAL SKILLS

Achieve	Deliver	File	Make	Produce	Repair	Take Instruction
Act	Draw	Finance	Manage	Promote	Research	Talk
Administered	Edit	Imagine	Manipulate	Publicize	Schedule	Teach/Train
Analyze	Elicit	Implement	Motivate	Purchase	Select	Tell
Assemble	Eliminate	Improve	Negotiate	Question	Sell	Troubleshoot
Build	Emphasize	Improvise	Observe	Raise	Sense	Tutor
Calculate	Enforce	Increase	Organize	Read	Separate	Type
Communicate	Establish	Influence	Originate	Realize	Serve	Umpire
Compose	Estimate	Interview	Paint	Reason	Service	Understand
Consult	Evaluate	Invent	Perceive	Receive	Set	Unify
Control	Examine	Judge	Perform	Recommend	Sew	Upgrade
Coordinate	Expand	Keep	Persevere	Reconcile	Shape	Use
Copy	Experiment	Lead	Persuade	Record	Speak	Utilize
Count	Explain	Learn	Photograph	Recruit	Study	Verbalize
Create	Express	Lecture	Pilot	Reduce	Summarize	Weigh
Debate	Extract	Listen	Plan	Refer	Supervise	Work
Define	Figure	Maintain	Problem Solve	Remember	Supply	Write

ADAPTIVE SKILL WORDS THAT DESCRIBE YOUR PERSONAL TRAITS

Active	Creative	Efficient	Firm	Mature	Pleasant	Sense of Humor
Adaptable	Dependable	Energetic	Honest	Methodical	Positive	Sensitive
Adept	Determined	Enterprising	Innovative	Objective	Productive	Sincere
Broad-minded	Diplomatic	Experienced	Instrumental	Outgoing	Reliable	Successful
Competent	Disciplined	Fair	Logical	Participate	Resourceful	Tactful
Conscientious	Discreet	Forceful	Loyal	Personable	Self-reliant	Versatile

Source: North Carolina State University Placement Manual, 1993

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Resume Development Checklist

Category	Can Be improved By	Good
Overall appearance • Resume is neatly and accurately typed with no errors in grammar, spelling. • Adequate white space and margins are used. • Points are graphically highlighted. • Most important "selling" points are at after the job objective. • Resume is brief and relevant. • Resume is printed on quality paper. • Resume looks professional.		
Objective • Clear, short statement geared to the employer's needs. • Includes job title and your special skills.		
Education • All relevant honors, awards, training, education, and special skills are included. • Schools are listed in reverse chronological order.		
Experience and skills • Work history is listed in reverse chronological order with dates included. • Company name, city, state, job title are included. • Skills and accomplishments are clustered. • Skills and accomplishments are written in short, clear phrases. • Accomplishments from paid and volunteer work are included.		
References • You have prepared a reference list of names, phone numbers, and other pertinent information. • You have asked permission from the references to use their name.		
Summary • The resume sells the writer. • The resume has a cover letter.		

COVER LETTERS

A cover letter can sometimes be even more important than the resume. It will actually "sell" the reader on the idea of reading your resume. Cover letters should always accompany a resume and should always be individualized to the employer you are sending it to.

An effective cover letter:

- Is tailored to a specific position in a specific organization (matches your qualifications with the requirements of the job).
- Shows the employer why they should read your resume.
- Demonstrates your knowledge of the hiring organization and the job.
- States how you heard about the opening, through a person, job listing, ad, etc.
- Is straightforward, businesslike, and positive.
- Is typed neatly, error free, and on good quality paper.
- Is no longer than one page.
- Is addressed to a specific person. Avoid using "Dear Sir/Madam", or "To Whom it May Concern".

See samples on the following page.

SAMPLE COVER LETTER

June 8, 1997

Mr. Ben Stewart
Regional Manager, First In Food, Inc.
222 Peabody Industrial Park
Raleigh, NC 26702

Dear Mr. Stewart,

I was excited to learn about your company's plans to open ten new stores in the Triangle area by the end of next year. Your restaurants have always been a favorite of mine.

Majorie Walters has let me know that you are interested in managers with proven organizational abilities, a willingness to learn new ways of doing things, and a high level of commitment to a company's goals.

With two years of experience working in fast food restaurant management, and a recent Associates Degree in Business Administration, I believe I have demonstrated the qualities you are looking for in your management personnel. As manager of Burger World, I led our team in winning "Restaurant of the Year" for two years in a row. The turnover rate of our employees was only 2%, and we increased sales by 25%. I achieved these accomplishments with my ability to understand the company's goals, a dedication to teamwork, and a focus on customer satisfaction. I have found that I work my best when I have a variety of tasks to manage simultaneously.

I would like to learn more about your new business ventures and what you look for in new members of your organization. I will call you at 9:00 am Tuesday morning, June 17th to arrange a time for us to speak further.

Thanks for your time and consideration.

Sincerely,

Mitch Stevens

SAMPLE COVER LETTER

MATCHING REQUIREMENTS FORMAT

January 14, 1997

MBE, Inc.
Box 2394
Hometown, North Carolina 27512

Dear Manager:

I am applying for the general office clerk position you advertised in Sunday's Times and Record. The following list matches my qualifications to your requirements.

Your Requirements	My Qualifications
One year office experience	Worked part time for three years in two different office settings
Knowledgeable of computers	Successfully completed training in Word for Windows & WordPerfect 6.1
Previous related experience	Excellent communicatins skills-verbal and written. Cashier and retail sales experience.

I am very much interested in working in a challenging office envirionment with career opportunities. My resume is enclosed for your review. I look forward to hearing from you soon.

Sincerely,

Mary Fox

Enclosure

EFFECTIVE INTERVIEWING STRATEGIES

How an applicant performs in the interview is critical to getting the job. Often employers will hire a less experienced person who interviews well rather than a more experienced person who interview poorly. The following list is a compilation of what experts agree makes a difference between getting a job offer or a rejection.

GETTING READY

Improve interview appearance: clothing, hygiene and grooming
Find out as much about the interviewer, the job and the hiring organization as possible
Practice answering interview questions --- especially "difficult" ones
Confirm the date, time, and place of the interview
Get directions to the interview site; inquire about parking
Ask if materials or work samples should be brought
Get enough rest to be mentally alert for the interview
Bring an extra resume and list of references
Prepare questions to ask
Come alone ---not with a relative or friend

WAITING FOR THE INTERVIEW

Arrive 10-15 minutes early
Treat receptionists and secretaries politely --- their opinions count
Review resume, list of abilities and strengths
Use relaxation, visualization, and positive self-talk techniques

IN THE INTERVIEW

Express energy and enthusiasm
Smile and offer a firm handshake
Remember and correctly pronounce the name of the interviewer and others you may meet
Remember goals for the interview and stay on track
Sit up straight, maintain eye-contact
Delay questions about pay and benefits until a job offer is made or the interviewer brings up the subject
Listen to questions carefully and clarify any you don't understand
Focus on your ability to do the job and don't volunteer other information such as personal problems, money matters, health problems
Emphasize your qualifications, not your need for the job
Speak positively about former employers and co-workers
Eliminate distracting behaviors
Ask your questions at an appropriate time

CLOSING THE INTERVIEW

Indicate your interest in the job
Summarize your qualifications for the job
Thank the interviewer for the opportunity to interview
Find out when you can call back to check on the hiring opportunity
If offered the job, take time to think it over (24 hours is reasonable) before accepting or rejecting the offer

AFTER THE INTERVIEW

Jot down your impressions of the job, the interviewer, the organization
Review your interview performance --- what you did well and what you would do differently next time
Put a reminder on your calendar for your follow up phone call
Write and mail a follow up letter

Source: Work Force In Transition, NOICC/CDTI

Activity 23. Interview Practice Questions

Directions: Write a complete sentence for the following questions frequently asked during an interview.

1. What jobs, including summer and part-time, have interested you the most? Why?
2. How have your education and/or employment experiences prepared you for this job?
3. What are your career goals?
4. Where do you see yourself in five years?
5. Can you tell me about yourself and your background?
6. What do you consider your best qualities or strengths?
7. What do you consider your weaknesses?
8. What interests you about this job?
9. Why do you want to work for this company?
10. What did you like and dislike about your last job?
11. Which course(s) did you like best in school?
12. Last month, how many days of work or school did you miss?
13. Why should I hire you for this job?
14. How would your last supervisor or teacher describe you?
15. How would a friend describe you?
16. What motivates you to put forth your greatest effort?

Activity 24 a. A Job Interview Checklist

Directions: Use this to prepare for your interview. If you can answer "yes" to all the questions, you are ready. Refer to this list before every job interview.

YES	NO	
____	____	1. I can list five things about myself that makes me a good candidate for this job.
____	____	2. I can discuss in detail each item on my resume or job application.
____	____	3. I can list the skills or experience that qualifies me for this job.
____	____	4. I have the training or education that qualifies me for this job.
____	____	5. I have hobbies or activities that might help me qualify for this job.
____	____	6. I can write down my employment history with accurate names, addresses, and dates for each job (if applicable).
____	____	7. If I am asked for personal references, I have the names and telephone numbers of three individuals who have agreed to be my references.
____	____	8. I have documents needed for the interview, such as social security card or driver's license.
____	____	9. I am dressed properly for the job I am applying for.
____	____	10. I have directions and transportation arrangements so I can get to the interview on time.
____	____	12. I have prepared some questions to ask the interviewer.

Source: The Jobseeker, Helping NY Work

PRACTICE INTERVIEW EVALUATION

Did the applicant...	Needs to improve	Good	GREAT!
-smile?			
-introduce self?			
-shake hands?			
-use employer's name?			
-have good eye contact?			
-appear neat and clean?			
-respond well to questions?			
-exhibit enthusiasm about working?			
-appear to have a positive attitude?			
OVERALL COMMENTS:			

Did the applicant...	Needs to improve	Good	GREAT!
-smile?			
-introduce self?			
-shake hands?			
-use employer's name?			
-have good eye contact?			
-appear neat and clean?			
-respond well to questions?			
-exhibit enthusiasm about working?			
-appear to have a positive attitude?			
OVERALL COMMENTS:			

Activity 25. Follow Up Procedure

Often your chances of employment can be increased by making another contact with the employer. This can be done by a telephone call or a thank-you letter. The thank-you letter is often the most common follow up method.

FOLLOW UP LETTER: "Out of Sight - Out of Mind"

A thank-you letter may be typed OR neatly handwritten on personal stationary.

The letter should be written soon after the company or job fair interview, the next day is best!

The letter should state your continued interest in the job and your appreciation of their time spent with you during the interview.

Directions: Write a thank-you note to an employer similar to the sample below.

AFTER COMPANY INTERVIEW

6200 Waverly Street
Burlington, NC 27215

November 30, 1997

Mr. Mark J. Raynard
General Manager
Johnson Electronics, Inc.
230 Washington Avenue
Greensboro, NC 27408

Dear Mr. Raynard,

Thank you for considering me for the position of electronics technician with your company. I am very impressed with your company and the enthusiasm that your employees have about their jobs.

If you need additional information, please contact me. Thank you again for your time and interest in me. I look forward to hearing from you.

Sincerely,

Mark Anderson

KEEPING A JOB

The first step to remaining successfully employed is to understand what employers want from their employees.

What Do Employers Want?

- Commitment to Life Long Learning
  - Realizing its importance
  - Taking advantage of on the job training
  - Seeking additional education or training off the job

- Reading, Writing and Computational Skills
  - Critical to the ability to learn

- Listening Skills & Communication Skills
  - Ability to understand instructions
  - Ability to communicate with co-workers, supervisors and customers

- Adaptability
  - Ability to adapt to changes in technology, the marketplace and the job
  - Being a creative problem solver (using critical thinking skills)

- Personal Management Skills
  - Ability to set goals and motivate self
  - Taking charge of own personal and career management
  - Building one's self-esteem

- Group Effectiveness
  - Demonstrate effective team work skills
  - Working and negotiating with others

- Influence
  - Understanding the organizational structure and informal networks (politics)
  - Establishing a sphere of influence in which to contribute ideas (discovering where you will be heard and have the most influence)

The next step in keeping a job is to build a positive reputation. Below are the basics for success in the workplace.

BASIC ELEMENTS OF JOB SUCCESS:

- Dependability and Reliability
  - Frequent absences create problems for employers and coworkers and are a cause for dismissal.
  - Reliability means following through on tasks without constant supervision.

- Punctuality
  - Being consistently late causes problems by delaying the work of others. Employers depend on employees to be on time to work, to meetings and from returning to work after breaks and lunch.

- Quality of Work

  Producing quality is critical to business survival. Employees must take care to produce the highest quality products and services possible.

- Quantity of Work

  Productivity is essential to success on the job. An effective employee produces enough work to justify the wages they earn.

- Being a Valued Team Member

  Today's workplace values team work. Important to being a successful team member includes: taking an interest in people personally and in the job they do; appreciating others' contributions by saying thank you and sharing the credit; dealing with conflict directly without complaining to others and staying out of others' battles; appreciating the different values and skills that others bring to the workplace, and developing tolerance for diverse ethnic and cultural backgrounds as well as ages and gender.

- Creating and Maintaining a Positive Relationship with Supervisors and Managers

  Supervisors and managers are allies and mentors not the enemy. They expect honesty, flexibility and initiative. Reporting on work results will help supervisors stay informed of performance and assist them at appraisal time. Knowing when to ask for help with problems and when problems can be solved alone is key to a successful employee/supervisor relationship.

adapted from: Workforce in Transition, NOICC/CDTI

NEGOTIATION SKILLS

The workplace of today is streamlined. Less people are producing more goods and services than before. Also, input from all employees regardless of their position is considered part of a company's decision making process. This calls for increased attention to an individual employee's problem solving, interpersonal, communication and negotiating skills. You may not always get your way, but good negotiations bring the best results for the company. Be part of a "win-win" organization.

Your negotiation skills may have already been in use during the offer and acceptance part of getting your new job. You may have negotiated your employment start date, your working hours, or a menu of benefit plans. Negotiating is used in various places in and out of the workplace.

The following situations are often negotiable:

- Purchase price of a car
- Where to have lunch, dinner
- Selecting a Realtor to assist in finding a place to live
- Employee transfer date
- Project deadlines
- Vacation time including when vacations can be taken

LIST OTHER NEGOTIATING SITUATIONS IN WHICH YOU FIND YOURSELF AT THIS TIME:

_____

_____

_____

_____

Following is a brief summary of the six steps common to each negotiations. Keep these in mind before you start your next negotiation.

1. Plan to know the people involved in the situation. Keep the interaction friendly, relaxed and businesslike.
2. Share goals and objectives with the other party. Listen to their goals and objective. Have no hidden agendas.
3. Study all issues before the negotiations begin. Anticipate issues of concern for the other party and have prepared anticipated answers.
4. Identify immediate areas of disagreement or conflict.
5. Reassess position to determine level of compromise.
6. Affirm agreement goals to leave no room for misunderstanding. Mutual agreement is the ultimate objective.

CAREER MANAGEMENT

To manage your career is to be in charge of your career decisions, your next move, and keeping your skills up to date. Career management does not encourage an individual to become a "job hopper." By adhering to the following points, you will be in a good position if a planned or unplanned career move is in your future.

1. Establish positive work relationships with co-workers. A positive attitude is catchy. Find positive people to associate with.

2. Know your organization's goals and purposes, so you can help to achieve them.

3. Build a relationship with your supervisor that is genuine and based on mutual interests, abilities and goals.

4. Establish a reputation for being reliable by completing work and assignments on time.

5. Work honestly. An employee that can be trusted and makes decisions based on strong personal values is an asset to an organization.

6. Turn problems into solutions. Be a problem-solver.

7. Learn new skills each year. It will be to your personal and professional advantage. Keep up with the new technology in your field.

8. Work collaboratively on a team. Recognize the contributions of all team members

9. Continue to build and maintain your career network.

10. Grow by setting measurable and attainable goals.

CAREER TRANSITIONS

Life is marked with a variety of transitions. Personal transitions include changes in where we live, changes in relationships, and number of family members in a particular household. Work transitions include leaving our current job, either voluntarily or involuntarily, retirement or career change. Financial changes include an increase or decrease in your income or assuming additional financial commitments.

Everyone experiences life transitions. How we adapt to these changes and handle the transitions set us apart. Throughout transitional periods there are a number of things that can make the transition easier:

- a support system- family, friends, church, job search clubs
- permission to feel the effects of the transitions
- understanding transition time are temporary
- become goal directed

Job Loss

The reactions you have to a job loss are similar to the reactions people face when they deal with other losses and trauma in their life such as a death, divorce, etc. It is normal to feel depressed, angry, fearful, relieved and excited and sometimes feeling several of these emotions at the same time. It takes a period of time to sort through these feelings.

Dr. Elizabeth Kubler-Ross explains grief and loss in stages or cycles. Job loss also requires a period of time to grieve. Dr. Kubler-Ross's stages of the "grief cycle " is very applicable.

The five stages of the Grief Cycle are:

1. **Denial/shock** - individual wants to put off job search; may also put off saying good-bye to co-workers or telling friends or relatives of the layoff.

2. **Anger-** individual becomes bitter and many are unable to express their anger; anger can be energizing, once expressed it can be channeled into positive directions like job search strategies.

3. **Bargaining-**attention is drawn to others and not the needs of the individual; job search is limited and often directed only in the direction of the previous employer. Individual looking for one more chance to prove him/herself at the same workplace.

4. **Depression-** characterized by low energy levels, altered patterns of eating and sleeping; feeling hurt and like a failure; ego hurt and feels shameful of letting significant others down.

5. **Acceptance-** final acceptance of the job loss without bitterness; individual sees the positive outcomes the trial has brought to their lives including closer family bonds, personal growth and new and more positive career directions.

Recovery does not usually progress in a straight line. It's more like a roller coaster.

adapted from, *Career Transitions Manual, D. Haber, N. Heller, Britt Grant Associates, 1995*

STRESS MANAGEMENT...

during the job seeking process

Losing a job is rated as one of the most stressful transitions individuals may face in their life time. Coping and stress reduction exercises may help to smooth the transition time for you and family members.

1. Watch your weight, diet and exercise at this time. Often these items become low on one's priority list; however, a good exercise routine and improved diet can help to alleviate the stress. It may not be a good time to start a new plan, but routine walks, jogs and a balanced diet may help you feel better physically and emotionally.

2. Set realistic goals. Do not expect to accomplish everything at once. Set time frames for when your resume will be completed, number of networking appointments to make per week, number of follow up calls to do per day. A balanced yet flexible schedule will be more productive than a full force effort for xxx amount of days to accomplishing nothing for xxx amount of time.

3. Join a job club or a job support group in your community. Many communities and churches have offered job support groups to help people in transitions both cope with the job loss and actively pursue job leads in their community.

4. Seek counseling if needed. Do not try to go through this process alone or with antiquated techniques.

5. Read recently published job search books from the library or book store to learn the latest ways to find employment. Take time now to become updated with the latest job search strategies and techniques, especially if it has been a long time since you've been through a job search.

Activity 26 Stress Reducers--What am I doing wrong?

Looking for work after a job loss or change can be stressful. A certain amount of stress makes life interesting and challenging. When there is too much or a person isn't managing stress well, illness can result. Below is a list of stress reducers.

Directions: Check the items below that describe you.

1. ___ I sleep seven to eight hours at least four nights a week.

2. ___ I have at least one relative or friend nearby on whom I can rely.

3. ___ I drink fewer than five alcoholic beverages per week.

4. ___ I give and receive affection regularly.

5. ___ I exercise at least three times per week.

6. ___ My income is adequate to meet my basic expenses.

7. ___ I have a network of friends and acquaintances.

8. ___ I am in good health (including eyesight, hearing, teeth).

9. ___ I am able to speak about my feeling when angry or worried.

10. ___ I have regular conversations with the people I live with about domestic problems, (chores, money, and daily living issues.)

11. ___ I regularly participate in social or other activities.

12. ___ I do something for fun at least once a week.

13. ___ I am able to manage my time well.

14. ___ I eat a well balance diet including adequate amounts of protein, fruits and vegetables.

15. ___ I am close to the appropriate weight for my height.

16. ___ I get strength from my beliefs.

17. ___ I drink less than four caffeinated beverages per day.

18. ___ I get an adequate amount of quiet time for myself during the day.

19. ___ I have one or more people to confide in about personal matters.

20. ___ I have a plan to better manage the stress in my life.

_____ Total number of checks.

Add up the number of checks above. If there are seven or less, you may not be doing all you can to reduce or manage stress in your life. Review the items above and identify one or two that you can do. For example, taking a long, vigorous walk three times a week could improve your health at stressful time in your life.

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ADDITIONAL RESOURCES

Career and Job Information Resources on the Internet (free)

Sources of Job Information	Internet Address	Description
100 Hot Jobs	http://www.100hot.com/jobs	The Web's Most popular jobs and career sites
America's Job Bank	http://www.ajb.dni.us	Links also to America's Talent Bank and Career Info Net
Career City	http://www.careercity.com	Professional/Technical job listings
Career Magazine	http://www.carermag.com	Career magazine with internet site connections
Career Mosaic	http://www.careermosaic.com	Up-to-date career information
Career Net	http://www.careers.org	Online career resource center
Career Path	http://www.careerpath.com	Search a listing of jobs from newspapers and web sites
Career-nSite	http://www.career-nsite.com	Connections to 10 "jobs available" databases
Edgar Stern @ NYU	http://edgar.stern.nyu.edu	Research businesses
ERISS (San Diego based)	http://www.eriss.com	Detailed information on surveyed occupations
E-Span	http://www.espan.com	Locate the right job
JobBank USA	http://www.jobbankusa.com	Provides employment and resume information
JOBTRAK	http://www.jobtrak.com	Partnership with 750 college career centers
Monster Board	http://www.monster.com	Provides job search tools
My Future	http://www.myfuture.com	High school career assistance
Online Career Center	http://www.occ.com	Comprensive career center
SummerJobs	http://www.summerjobs.com	World-wide listing of summer jobs
Yahoo Classifieds	http://classifieds.yahoo.com	Search classifieds locally or nationally
Job Clearinghouses		
Career Paradise	http://www.emory.edu/CAREER/index.html	Imaginative and colorful Web site
Career Resources Homepage	http://www.rpi.edu/dept/cdc/homepage.html	Meta-index of internet career resources
The Catapult	http://www.jobweb.org/catapult/catapult/htm	Springboard to career and job-related sites
Creative Job Search	http://mn.jobsearch.org	Emphasizes job application skills
Job Hunt	http://www.job-hunt.org	Meta-list of online job search resources
JobSmart	http://www.jobsmart.org	Job search tips and leads
The Riley Guide	http://www.dbm.com/jobguide	Comprehensive clearninghouse
What Color is Your Parachute?	http://www.washingtonpost.com/parachute	Richard Bolles' best-seller
State Government Resources		
Assoc. of Independent Colleges & Univ.	http://www.nccihe.org/	Provides access to private colleges and info
NC Community College System	http://www.bull.ncdcc.cc.nc.us	Provides access to college and system information
NC Department of Commerce	http://www.commerce.state.nc.us	Workforce and economic development
NC Department of Public Instruction	http://www.dpi.state.nc.us	Public school information
NC Division Employment & Training	http://www.jtpa.state.nc.us	JTPA programs and links to local sites
NC Employment Security	http://www.esc.state.nc.us	Provides job listings and applications
NC Job Link (One-Stop Centers)	http://www.joblink.state.nc.us	Access to job link sites

Career and Job Information Resources on the Internet (free)

State Government Resources (cont.)

NC Office of Personnel	http://osp.state.nc.us/OSP	North Carolina government jobs
NC SOICC	http://soicc.state.nc.us/soicc/	Career and planning information
University of North Carolina	http://www.ga.unc.edu	Provides access to each university

School to Work Internet Resources

ASCD InfoBrief on STW	gopher://odie.ascd.org:70/00/issues/info	ASCD's Current Status of STW
California School-to-Career	http://www.stc.cahwnet.gov:80	California initiatives
Florida STW - Tech Prep	http://www.fsu.edu/~fistwtp/fl-stwtp.html	Features a searchable database
New York School-to-Work	http://www.nysed.gov/workforce	New York initiatives
North Carolina School-to-Career	http://www.jobready.state.nc.us	
Ohio School-to-Work Program	http://www.ohio.stw.com	Ohio initiatives
Oregon Regional To Work Areas	http://www.greatideas-stw.org	Oregon initiatives
School-to-Work Gateway	http://www.stw.ed.gov	Primary source for STW information
SWITP WWW Home Page	http://www.sna.com/switp	
Vermont School-to-Work	http://www.state.vt.us/educ/doc	Vermont initiatives

Internet Resources for Counselors

About Work	http://www.aboutwork.com	Student center for career exploration
American Counseling Assoc	http://www.counseling.org	Up to date counseling information
American Vocational Assoc	http://www.avaonline.org	Professional organization information
American Psychological Assoc	http://www.apa.org	Professional organization information
Amer. Soc. Of Association Exec	http://www.asaenet.org.	Professional organization information
CACREP	http://www.us.edu/~wilson/cacrepr/index.ht	Accreditation information
Center for Occupational R&D	http://www.cord.org	Features curriculum development
Chronicle of Higher Education	http://www.chronicle.com	News and information for higher education
College View	http://www.collegeview.com	College information
CounselorNet Gopher Menu	gopher://gopher.plattsburgh.edu:70/11/.cnedtdir	
Counselor's Information Central	http://www.daoes.tec.il.us/counselor.hmtl	Targeted at high school guidance
Educational Resource InfoCenter	http://www.aspensys.com/eric	Educational literature resources
ERIC Counseling	http://www..uncg.edu/-ericcas2	Counseling digests and publications
Financial Aid	http://www.ed.gov/inits/stm/finaid.html	Financial aid assistance
FAFSA	http://www.fafsa.ed.gov	Free Application for Federal Student Aid
Hot Mail	http://www.hotmail	Free E-mail addresses
ICESA	http://www.icesa.org	Interstate Conference of ESC
Military Careers	http://www.militarycareers.com	Military careers
National Assoc. of School Psych	http://www.uncg.edu/~ericcas2/nasp	NASP information

Career and Job Information Resources on the Internet (free)

Internet Resources for Counselors (cont.)

National Career Dev Assoc	http://www.ncda.org	Professional organization information
NC Counseling Association	http://www.greensboro.com/ncca	State Association News
The Schoolhouse Project	http://www.nwrel.org/school_house/Office/Counselor/Counselro.html	

Other Resources

National Alliance of Business	http://www.nab.com	Professional organization information
Natl Occupational Info Comm	http://www.noicc.gov	Labor market information
NAWPD	http://www.work-web.comn/nawdp	National Association of Workforce Development Prof
NCRVE	http://vocserve.berkely.edu	National Center for Research on Vocational Education
O*NET	http://www.onetcenter.org	Occupational information network
Peterson's Education Center	http://www.petersons.com	College and career information
SKILLSNET	http://www.steps.atsi.edu/index.html	Skill standards
Training Technology Resource	http://www.ttrc.doleta.gov	Public employment and training system
US Department of Education	http://www.ed.gov	Education reports
US Department of Labor	http://www.dol.gov	Labor reports

Subscription Service

NC Career Explorer	http://tour.bridges.com	Career development library and services

ADDITIONAL RESOURCES--Publications

(The) American Almanac of Jobs and Salaries. John Wright (Avon). 1996. Known for its focus on salaries, benefits, and future career prospects for each Career field.

Building a Quality Workforce (US Government Printing Office, 1991). Suggests that business and schools need to work together to help entry level workers to be better prepared for employment. Give examples of community partnerships which have been successful.

Cambridge Job Search Guide (Piney Mountain Press, 1992). This book is divided into three sections: Developing a Plan of Action, Investigating Where Jobs Are, and Succeeding in the Interview. It offers proven techniques, identifies marketable skills, using networking, etc. Appendices include Interest/Skill Self-Assessment, Resume and Letter Samples, Performance Phrase Checklist and Work Sheet, Job Search Contact Sheets, and a Job Search Planning Guide.

Career Choices (Lakeshore Learning Materials). Who am I? What do I want? How do I get it? The 3-step Career Development Process helps students answer all three steps so they can define and work toward their career goals. Thought provoking text combined with exercises that foster self-awareness, identify strengths, skills and interests. Student books with Teacher Edition and workbooks.

Career Guide to Industries (US Government Printing Office, 1994). Developed as a companion book to the OOH, it discusses careers from an industry perspective for each of the 40 diverse industries. It provides information on working conditions, training, outlook, wages and other facets of industrial employment.

Career Choices: A Guide for Teens and Young Adults- Who Am I? What do I Want? How do I Get it? Mindy Bingham & Sandy Stryker. (Academic Innovations). 1990. Teens and young adults discover their unique abilities and ambitions in relation to successful careers and lives.

(The) College Major Handbook (CFKR Career Materials, Inc.) The College Major Handbook is a resource book that contains essential information needed for college major decision-making. The Major-Minor-Finder is a survey taken by students to pull together their career and college decision making plans.

(The) Dictionary of Occupational 7 Titles, 4th Edition (Compiled by US Department of Labor Bureau of Labor Statistics and published by the US Government Printing Office and: Opportunities for Learning, Inc., 1991; JIST, The Job Search People, 1992; and CFKR Career Materials, Inc.). A "must" for every well-equipped occupational information center. Recently updated. (If ordering from the Government Printing Office, you must include payment with order. The three commercial publishers listed will accept purchase orders.)

Do What You Are: Discover the Perfect Career for You Through the Secrets of Personality Type. Paul and Barbara Tieger. (Little, Brown) 1995. Readers determine their true personality type through a self analysis. It offers specific career strategies on the strength of each type.

Encyclopedia of Careers and Vocational Guidance. 8th Edition, 2,200 pages and 1,000 illustrations in four volumes (Orchard House, Inc.). One of the most complete and compact sets of up-to-date occupational information that is organized for easy access with indexing and cross-referencing. Outlined like the Occupational Outlook Handbook.

Exploring Careers - A Young Person's Guide to over 300 Jobs. (Compiled by the US Department of Labor Bureau of Labor Statistics, published by Lakeshore Lifeskills, 1993). This book features descriptive job summaries, 462 pages.

Getting Started: North Carolina Jobs and Careers. (NC State Occupational Information Coordinating Committee (NC-SOICC), 1997-2000). An excellent tool in classroom presentations, small groups or one-to-one career counseling. Book is free and classroom and agency copies available through public agencies. Phone (919) 733-6700, for information on ordering.

(The Complete) Guide for Occupational Exploration (CGOE). (Compiled by the US Department of Labor). This 1994 JIST edition includes all 20,000 plus titles listed in the new Dictionary of Occupational Titles and the information is organized and designed with job seekers in mind. This book is more extensive than the enhanced GOE (EGOE).

(The Enhanced) Guide for Occupational Exploration. (JIST: The Job Search People, 1991). The EGOE organizes job titles into major interest groups, work groups, and subgroups and includes the descriptions of basic duties and responsibilities for the 2,500 most important jobs that represent "access points" into the labor market.

(The) Gorman Report-Undergraduate: A Rating of Undergraduate Programs in American and International Universities. Ninth Edition. (National Education Standards). 1996. Reports the top undergraduate programs in more than 150 separate fields.

Hidden Job Market 1997: 2,000 Fast Growing High-Technology Companies That are Hiring Now. Sixth Edition. (Peterson's). 1996. Profiles 2,000 companies that added the most new employees to their payrolls in the past year.

High Impact Resumes and Letters. 3rd Edition (Impact Publications, 1993). Thirteen well-conceived chapters debunk resume myths and include necessary forms for producing and evaluating each resume section. The book promotes the larger career planning process of skills, objectives, research, networking, interviews, and negotiations, 363 pages.

Hook up, Get Hired! Joyce Laine Kennedy.(1995). Complete job-search book that advises the reader- whether a computer novice or an expert-on how to find current job posting on line; how to post a resume, how to electronically research a company and how to network with others who share your interest.

(The) Janus Employability Skills Program. (Fearon/Janus Education, 1993). Consists of seven books especially designed for students with special needs. Teacher Guide and Resource book also available.

Jobs Rated Almanac: Third Edition. Les Krantz. (Wiley). 1995. Ranks 250 jobs by more than a dozen vital factors, including salary, stress, benefits, and more.

Joyce Lain Kennedy's Career Book. 2nd Edition, (JIST - The Job Search People,1992). The updated 2nd edition contains job-market trends, pay scales, career outlooks, educational options, college assessments, job-hunting tips, advice for minority students and information for people with disabilities. Self-evaluation tests and references point the way to more information in various fields, 480 pages.

Network Your Way to Jobs and Career Success. Ronald L. Kramnish, Ph.D., Caryl Rae Kramnish, Ph.D. (Impact Publications). Two leading employment experts provide practical guidance on how to organize effective job networks that lead to job interview and offers.

Occupational Outlook Handbook. (Superintendent of Documents, US Government Printing Office, 1996-97). The primary source for reliable occupational information since 1940. This handbook is updated every two years with a new edition. Orders to Government Printing Office must include payment. *Occupational Outlook Handbook* can be ordered (for a little less) from Careers, Largo, FL; and JIST Works on a regular school purchase order.

Succeeding in the World of Work. 5th Edition. (Glencoe/Macmillan/McGrawHill, 1994). A well-written textbook that provides classroom instruction with real-life applications presented in conversational style that helps students anticipate, understand and succeed in the world of work, 442 pages. Teacher edition text, students activity book, teacher resource binder, and test maker available.

Technical Education That Works for America (National Association of Trade and Technical Schools, 1995). Reference source for determining accreditation of trade and technical schools in every state. Any schooling beyond high school costs quite a bit these days. Accreditation is your assurance that a private career school has met national standards of educational performance which have been established by an impartial, non-government agency.

Technical, Trade, ~ Business School Data Handbook. 4th Edition.(Orchard House, Inc. 1991-93). Reference book that includes all accredited community colleges, public post-secondary vocational schools, and all proprietary vocational schools in the United States that are members of and/or accredited by: Career College Association, American Association of Community and Junior Colleges, Accrediting Bureau of Health Education Schools, National Accrediting Commission of Cosmetology Arts and Sciences, and the National Home Study Council. National Edition/2 volumes; Northeast/Southeast Regional Edition; and Midwest/West Regional Edition.

Young Person's Occupational Outlook Handbook: Descriptions for America's Top 250 Jobs. (Jist Works). 1996. Covers the same 250 jobs as the adult version of the OOH, but written for grades 5 -9.

What Color is Your Parachute? JIST- The Job Search People, 1995). The 1995 edition of Richard Bolles all-time best selling career-changing book. Revised annually, latest book *is shorter and more readable.*

100 Best Careers for the 21st Century by Shelly Field: A comprehensive guide to 100 of the fastest growing occupations for the 21st century. An expert's list of all the best choices. (1996, Arco)

Careersmarts: Jobs with a Future by Martin Yate; A wealth of practical, fact-based guidance on the most stable and rewarding jobs available in the years ahead.

Real People, Real Jobs: Reflecting Your Interests in the World of Work, by David Montross, *et al.*; Contains separate chapters that introduce job possibilities within John Holland's six major career categories and shows how to match such interests to specific careers.

Job Search 101: Getting Started on Your Career Path by Marcia Fox, Ph.D., et al.; This book is filled with information and advise designed to give first time job searchers the edge for high school through adult audiences.

Knock 'Em Dead 1998: The Ultimate Job Seeker's Handbook by Martin Yate. Features sections on where the jobs are now and where they will be tomorrow, includes great answers to tough interview questions and advice on handling sticky situations.

ADDITIONAL RESOURCES--Publishers

ACT Career Planning Services
Educational Services Division
Post Office Box 168
Iowa City, IA 52243
319-337-1566
404-231-1952

American Guidance Services
4201 Woodland Road
Circle Pines, MN 55014-1796
612-786-5603
800-328-2560
FAX 612-786-4343

American Vocational Association
Department 93C
1410 King Street
Alexandria, VA. 22314
800-826-9972
Ext. 317

Cambridge Job Search
Post Office Box 2153, Department J01
Charleston, WV 25328-2153
800-468-4227

Career Communications, Inc.
6701 West 64th Street
Overland Park, Kansas 66202
800-669-7795

Careers, Inc.
Post Office Box 135
Largo, FL 34649
800-726-0441
813-584-7333

C-F-K-R Career Materials
11860 Kemper Road, Unit 7
Auburn, CA 95603
800-525-5626
FAX 916-889-0433

Chronicle Guidance Publications
66 Aurora Street
Moravia, NY 13118
800-622-7284
315-497-0492

COIN Educational Products
3361 Executive Parkway, Suite 302
Toledo, Ohio 43606
800-274-8515
FAX 419-536-7056

Consulting Psychologists Press, Inc.
Post Office Box 10096
Palo Alto, CA 94306
800-624-1765

Creative Educational Video
Post Office Box 66265
Lubbock, IX 79424-5265
800-922-9965
FAX 800-243-6398

Drake/Beam/Morin, Inc. 100 Park Avenue New York. NY 10017		212-692-7329
EDITS Post Office Box 7234 San Diego, CA 92167		619-488-1666 619-222-1666
Fearon/Janus Education 500 Harbor Boulevard Belmont, CA 94002		800-877-4283 415-592-7810
Glencoe /MacMillan /McGraw-Hill Regional Office - Southeast USA 6510 Jimmy Carter Boulevard Norcross, GA 30071		800-983-3992 404-446-7493
Impact Publications Careers Department 9204-N Manassas Drive Manassas Park, VA 22111	 FAX	703-361-7300 703-335-9486
Job Jargon 1027 Broadway Avenue Bowling Green, KY 42104		800-736-0288
JIST - The Job Search People 720 North Park Avenue Indianapolis, IN 46202-3431		800-648-5478
Lakeshore Learning Materials 2695 East Dominguez Street Carson, CA 90749	 FAX	800-421-5354 310-537-5403
MacMillan New Media 124 Mount Auburn Street Cambridge, Massachusetts 02138	 FAX	800-328-8830 617-661-2955 607-868-7738
NATTS-National Association of Trade and Technical Schools 2251 Wisconsin Avenue, NW Washington, DC 20006		202-333- 1021
NC State Occupational Information Coordinating Committee (NC-SOICC) Post Office Box 25903 Raleigh, NC 27611	 FAX	919-733-6700 919-733-8662

Opportunities for Learning, Inc.
941 Hickory Lane, Dept. XG467
Mansfield, OH 44091 -8103
800-243-7116
419-589-1700

Orchard House, Inc.
46 Love Lane
Concord, Massachusetts 01742
800-423-1303
FAX 508-369-9472

Peterson's Guides
Post Office Box 2123
Princeton, NJ 08543-21230
800-EDU-DATA
609-924-5338

Piney Mountain Press, Inc.
Post Office Box 86
Cleveland, GA 30528
800-255-3127
FAX 706-864-6712

Psychological Assessment Resources, Inc.
Post Office Box 998
Odessa, FL 33556
800-331-TEST

Rick Trow Productions, Inc.
Post Office Box 291
New Hope, PA 18938
800-247-9404
215-862-0900

Smylie Educational Enterprises
Post Office Box 37333
Charlotte, NC 28237
704-366-0019

Southwestern Publishing Company
5101 Madison Road
Cincinnati, OH 45227
800-543-7972

Sunburst Communications, Inc.
Post Office Box 40
Pleasantville, NY 10570
800-431-1934

Superintendent of Documents
US Government Printing Office
Department 33 MU
Washington, DC 20402
Note: Payment required with orders.
202-783-3238

TESI - The Educational Specialists, Inc.
Post Office Box 1222
Bonita Springs, FL 33959
800-633-6625

VGM Career Horizons
4255 West Touhy Avenue
Lincolnwood, IL 60646-1975
800-323-4900
708-679-5500
FAX 708-679-2494

Walch J. Weston Publisher
321 Valley Street
Portland, Maine 04104-0658

800-341-6094
FAX 207-772-3105